

JPRS-UHR-86-004

14 February 1986

# USSR Report

HUMAN RESOURCES

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## LABOR

### COMPREHENSIVE PROGRAM TO MINIMIZE MANUAL LABOR DESCRIBED

Moscow SOTSIALISTICHESKIY TRUD in Russian No 10, Oct 85 pp 12-17

[Article by V. Martyanov, deputy chief of a USSR Gosplan [State Planning Committee] subdepartment; and V. Tambovtsev, candidate of technical sciences: "A Comprehensive Target Program for Reducing Manual Labor (Inception and Directions of Development)"]

[Text] Manual labor is a problem on which constant attention has been focused in all stages of our country's socialist development. This attention has particularly intensified in the last decade: the formulation of a large-scale, comprehensive program for reducing manual labor was indicated in the decree of the CPSU Central Committee and the USSR Council of Ministers "On Improving Planning and Increasing the Influence of the Economic Mechanism on Increasing the Effectiveness of Production and Improving the Quality of Work."

In accordance with the decisions of the 26th Party Congress and the November (1981) Plenum of the CPSU Central Committee, between 1982 and 1984 USSR Gosplan together with the State Committee for Science and Technology, USSR Gosstroy [State Committee for Construction Affairs], USSR Goskomtrud [State Committee for Labor and Social Problems], VTsSPS [All-Union Central Council of Trade Unions], USSR ministries and departments, and union republic councils of ministers drafted a comprehensive target program for curtailing manual labor in branches of the USSR national economy up to the year 2000 (TsKPRT). It must become an integral part of the draft of the Basic Directions of Economic and Social Development of the USSR in 1986-1990 and the Period up to the Year 2000 and the draft of the 12th Five-Year Plan.

A unique feature of the TsKPRT is that it is drafted in two stages (the "two-stage iteration of its general content" in the words of V. Rapoport<sup>1</sup>). This is due primarily to the lack of the necessary statistical base rather than to the unique structural features of the program. The fact of the matter is that prior to 1982, statistics on manual labor were based on ad hoc occupational censuses conducted by the USSR TsSU [Central Statistical Administration] once every 3-4 years in industry and construction. It was not until later that these censuses were extended to include agriculture, rail and motor transport, and partially, trade and public catering. This information was not sufficiently well substantiated to permit the formulation of program targets and measures because in the first stage the passportization of manual labor at

the local level was concurrent with proposals to curb manual labor. The latter, like passportization data, were summarized for ministries, departments and union republics and submitted to USSR Gosplan. The draft took into account the materials and recommendations of the Comprehensive Program of USSR Scientific-Technical Progress in 1986-2005, pertinent research findings by the nation's scientific organizations, data on the passportization of manual labor in all branches of the national economy in 1983, and progressive experience of a number of republics, oblasts and branches of the economy in addressing this problem.

The draft program consists of sections that articulate its goals, the complex of socioeconomic, production-related, scientific research, organizational, and other measures for curbing manual labor, and the resources required for their implementation. The program applies only to blue-collar workers.

According to the existing methodology of the USSR Central Statistical Administration, all workers are classified into one of five subgroups according to the degree to which their labor is mechanized: (1) those who work involves automatons, automated units, installations or apparatus; (2) those who perform mechanized work, i. e., with the aid of machines, mechanisms, apparatus, and mechanized tools. These are the mechanized (or automated) labor groups. The following three subgroups form the group of manual (unmechanized) labor: (3) those who perform manual work involving machines and mechanisms (servicing, loading, unloading, etc.); (4) those who perform manual work not involving machines and mechanisms; and (5) those who perform manual work relating to the adjustment and repair of machines and mechanisms.

All types of manual labor are taken into account in the passportization of manual laborers. However the program targets pertain directly only to those in groups 3 and 4 and do not apply to adjusters and repair personnel performing manual labor owing to the contradictory nature of the factors underlying the dynamics of their number. The labor of workers in the given group is as a rule skilled and contains many creative elements. This is the aspect that is specifically intensified as the technical base of production is restructured and as it becomes saturated with computer technology. At the same time, the number and share of adjusters and repair personnel are growing. In order to restrict this growth of the number engaged in the repair of machinery and equipment, we must substantially renovate fixed capital and alter investment policy so as to increase the share of modernization and reconstruction, as indicated at the CPSU Central Committee meeting on the acceleration of scientific-technical progress, and to increase the norm governing the retirement of the active part of capital. While it is this direction that can radically alter the existing trend, it goes beyond the framework of the TsKPRT. This does not mean that the program should not curb strenuous manual labor of repair personnel. This is the intent of such major measures as increasing the reliability and repairability of machinery and equipment, the further development of the factory service system, etc.

Strenuous physical labor characteristic of all the enumerated subgroups is also the object of the TsKPRT. A considerable number of the program's measures are intended to reduce physical labor and we therefore cannot agree

with V. Rapoport when he says that "the labor of adjusters of transfer lines is considered manual and should be curbed while the labor of timber cutters using gasoline-powered saws is considered mechanized."<sup>2</sup> Thus, according to the draft TsKPRT, the mechanization of felling, skidding and debranching processes at enterprises belonging to USSR Minlesbumprom [Ministry of the Timber, Pulp and Paper, and Wood Processing Industry] will make it possible to release several thousand workers from manual and strenuous physical labor. Similar examples could also be cited for other branches of material production. At the same time, the classification of manual and strenuous physical labor unquestionably requires further improvement. The dividing line between groups 2 and 3, for example, is very tentative.

The passportization of manual labor in 1983 made it possible to define program indicators more precisely. However, in order to articulate its goals correctly and, above all, to ensure the comprehensiveness of the given measures, it is necessary to identify the causes of the problem itself. After all, in order to solve the problem and to see to it that manual labor is not reproduced in social production itself, it is necessary to eradicate its sources and not just the consequences of their action. The causes for the slow rate of reduction of manual labor in the USSR's economy are in large measure the result of the specifics of reproduction in the Soviet economy. They are to a considerable degree due to historical conditions that are characterized by the broad possibility of drawing additional workers into social production and by the low rate of renovation of fixed capital.

Now that the influx of manpower has significantly decreased, there are significant changes in investment policy in connection with the orientation toward the modernization and reconstruction of existing enterprises, the reduction of manual labor, as an important factor in the conversion of the economy to the intensive path of development, is an integral element in the nation's economic development. Hence the main goal of the TsKPRT is to achieve the maximum reduction of manual, especially female, labor possible with existing resource constraints and to essentially eliminate strenuous physical labor from the national economy by the year 2000.

The implementation of the program will require research and development work on progressive machinery and technology; the production of the necessary volume of machinery and equipment that will make it possible to reduce expenditures of manual labor; a complex of measures to improve the organization of production of labor; and a number of measures to ensure the rational utilization of the labor resources that are released, including the training, retraining and distribution of blue-collar workers.

The indicated directions are the basic subgoals of the main goal of the program. They embrace the entire "technological cycle" of the solution of the given problem. The realization of each of them is necessary in order to ensure the actual release of workers engaged in manual labor. Indeed, without R&D to create labor-saving machinery and technology, workers in occupations that presently cannot be mechanized or that can be mechanized only partially due to technical, organizational or other problems remain outside the purview of the program. Workers in this category presently comprise a significant part of the entire "release potential." The production of labor-saving

machinery and equipment must be integrally combined with organizational and economic measures ensuring their effective application in the national economy. Finally, the resolution of the problem will be incomplete unless measures are taken to ensure the rational utilization of the labor of released workers, their retraining, the upgrading of their skill levels, etc.

Thus, the goal of the manual labor curtailment program and the subgoals revealing its content are directly oriented toward changes in the labor sphere that will make it possible to improve the correlation between mechanized and unmechanized labor and to exclude operations requiring strenuous physical exertions. Here I would like to call attention to the following circumstance. Ultimately, the implementation of the TsKPRT, like the implementation of other scientific and technical programs, is oriented toward raising labor productivity and increasing the effectiveness of production, toward the obliteration of distinctions between agricultural and industrial labor, toward the transformation of labor into a primary vital need, etc. But each of them has its own specific goals. Therefore, the main goal specified above--the attainment of the maximum possible reduction of manual, especially female, labor given the existing resource constraints and the elimination of strenuous physical labor in the national economy for the most part by the year 2000--must be the uppermost consideration in the formulation of the program.

Manual labor curtailment measures grouped in the basic directions of scientific-technical progress form the central section of the program. They include the introduction of fundamentally new production processes, machinery, equipment, systems of automated machinery and equipment complexes ensuring the total mechanization and automation of all production cycles; and the transition from the mechanization of individual types of work to totally mechanized and automated sectors, shops and enterprises with flexible production processes. They also provide for the mechanization of hoist-transport, loading-unloading and warehouse operations with the maximum use of containers and packets, the modernization and more complete utilization of existing equipment, the improved organization and management of production, inter alia, on the basis of specialization and cooperation, and the centralization of service functions. The same section provides for the creation of plans for enterprises, shops and other production facilities and for the design of machinery, equipment and other products, the production and utilization of which require a smaller share of manual labor; the introduction of NOT [scientific organization of labor], brigade and other progressive forms of labor organization, and the improvement and easing of working conditions.

Specific organizational measures were developed in these directions for associations and enterprises in the following way. First, some of them were formulated in the first stage of creation of the program based on the passportization of manual labor and the certification of jobs directly in low-level social production. Second, it was considered expedient to include a significant number of measures in the all-union TsKPRT in the planning process in the course of analyzing drafts of branch and territorial programs. The fact of the matter is the measures at the local level have had very limited character and have not always gone beyond the mechanization of existing jobs without changes in the existing technology. What is more, preliminary draft programs of associations and enterprises at the level of ministries and

departments have sometimes been reduced formally. Such questions as the application of the most effective measures developed at individual enterprises to the entire branch, the utilization of reserves for reducing manual labor through specialization and cooperation (especially in progressive territorial form) were in part resolved unsatisfactorily in branch materials. Thus, measures proposed by USSR Mintyazhstroy [Ministry of Construction of Heavy Industry Enterprises] for 1986-2000 include the introduction of many painting stations and sets of norms for painting operations and the release of several thousand persons from manual labor. Similar measures were not noted in the materials of a number of other construction ministries, to say nothing of the fact that even within the framework of Mintyazhstroy, the distribution of measures clearly does not encompass all painters and the corresponding subdivisions of construction organizations. No provision was made for the broad utilization of polymers in construction. The need to make the transition to modular construction as the most developed form of its industrialization at the present time was not reflected with sufficient clarity and completeness. Similar examples can also be cited for other ministries and departments.

The experience derived from the mass formulation of preliminary draft programs at enterprises and in branches has convincingly shown the need to establish targets for reducing the number of manual workers in ministries, departments and union republics based on the system of priorities at the national economic level. The latter include social, economic, branch, territorial and technological priorities. Social priorities determine, in particular, the need to release workers, especially female workers, from strenuous physical labor. From the standpoint of economic effectiveness, it is first of all necessary to carry out measures that will mean the greatest increase in the productivity of social labor. Branch priorities determine the importance of the predominant curtailment of manual labor in branches and production facilities in which its volume or share is especially significant (in agriculture, construction, as well as in the coal, timber, food, and machine building industry, etc.). In accordance with territorial priorities, regions with the most strained manpower balance must be given attention on a top priority basis. Finally, technical priorities orient us toward the accelerated development and introduction of progressive "nonhuman" technologies that entail a small number of operations, that provide a substantial increase in productivity and a reduction of labor-intensiveness and the top priority reduction in the number of persons employed in those types of manual work for which effective technical solutions already exist. Such a system of priorities can serve as a reliable basis for the formation of control figures for reducing manual labor at/in subordinate enterprises and associations.

Balances of the production and distribution of machinery and equipment were devised in the course of drafting the TsKPRT. This made it possible to ascertain the scarcest types of machine building products, to place more important production tasks before its branches, to evaluate the program's overall need for capital investments. TsKPRT measures thereby acquired resource substantiation together with technical, economic and social substantiation.

The centralized form of elaboration and realization of the TsKPRT presupposes the simultaneous creation of economic and organizational conditions intensifying the effort to reduce manual labor in all areas of the national economy. In other words, this means the intelligent combination of centralization and decentralization and the unification of the goals of branches and regions from Gosplan to the enterprise. The draft indicates a number of measures making it possible to improve planning, management and economic incentives oriented toward the successful fulfillment of program targets. In the area of planning, the system of indicators in the section "Labor and Personnel" of annual plans of ministries, departments, associations and enterprises is scheduled to be supplemented by indicators of the absolute release of manual workers. Indicators of the absolute reduction in the number of workers, including female workers, engaged in strenuous physical labor are included in plans for economic and social development.

The corresponding sections of five- and one-year plans of ministries, departments, associations and ministries will include indicators characterizing targets for development, assimilation, nomenclature and volume of production of new highly productive machines and mechanisms, means of automation and mechanization of basic and auxiliary production processes, robotics, and labor-saving technology ensuring the reduction of manual labor. Designs of such machinery are to include substantiations and indicators characterizing the reduction of the share of manual labor that can be attained as a result of its use.

Planning estimates for new construction, reconstruction and technical retooling of existing enterprises indicate the level (for new construction) and the reduction of the number of workers engaged in manual, especially strenuous, labor as a result of the program's measures. State statistics must more completely reflect expenditures of manual and strenuous physical labor in branches of the national economy.

In the area of improving management, it will be necessary to raise the responsibility of heads of ministries, departments, associations and enterprises as well as local Soviet and economic organs for fulfilling manual labor curtailment targets. In the process of job certification, top priority must be given to eliminating manual labor jobs, to eliminating mechanized jobs involving relatively unproductive and obsolete equipment (with a corresponding reduction in the number of repair personnel) while at the same time raising the shift coefficient of high quality equipment that excludes the use of manual labor.

The program calls for a system of financial and material reserves to ensure the modernization of workplaces on the basis of unplanned (direct) orders for and the production and introduction of machinery and equipment that reduce manual and strenuous physical labor.

The program demands that machine building ministries intensify the coordination of work on the development, assimilation and production of progressive machinery and equipment helping to reduce the share of manual and strenuous labor and that they implement a complex of measures for the centralization of the servicing of equipment at enterprises using their products.

Finally, in order to provide economic incentives for the implementation of the program, the fulfillment of targets for reducing manual and strenuous physical labor should be counted among the most important indicators in summing up the socialist competition totals. The procedure for paying bonuses to blue-collar workers, engineers and technicians for inventions and innovative proposals intended to bring about a sufficient reduction in the share of manual and heavy physical labor and to motivate personnel in the engineering-technical and economic services of enterprises of ministries, departments, associations and enterprises with due regard to the results of fulfillment of targets in this area. The All-Union Central Council of Trade Unions and the All-Union Society of Inventors and Innovators should hold more frequent contests to promote the reduction of manual and strenuous physical labor. It is planned to establish special bonuses for the development of labor-saving technologies as a part of one-time bonuses in line with the decree of the CPSU Central Committee and USSR Council of Ministers "On Measures to Accelerate Scientific-Technical Progress in the National Economy.

Thus, the experience of drafting the TsKPRT attests to the fact that centralized and decentralized forms must be ably combined in order to resolve the problem of reducing the share of manual labor in branches of our national economy. The predominant orientation toward one or the other does not make it possible to realize a number of reserves for reducing manual labor in full measure.

#### FOOTNOTES

1. V. Rapoport, "A Comprehensive Target Program for Reducing Manual Labor: Formation and Management," SOTSIALISTICHESKIY TRUD, No 2, 1985.
2. SOTSIALISTICHESKIY TRUD, No 2, 1985, p 81.

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## EDUCATION

### RSFSR DEPUTY MINISTER ON SCHOOL REFORM, SPECIALIZED TRAINING

Moscow SREDNEYE SPETSIALNOYE OBRAZOVANIYE in Russian No 10, Oct 85 pp 5-17

[Article by RSFSR Deputy Minister of Higher and Secondary Specialized Education V. P. Usachev: "Tekhnikums of the Russian Federation and the School Reform"]

[Excerpt] As with our entire country, the Russian Federation's secondary specialized schools are applying effort to successfully complete the five-year plan, and they are actively preparing for the 27th CPSU Congress.

The years of the five-year plan that have gone by were saturated with socio-political events of great historical content. One of them was the reform carried out in the schools of general education and vocational schools--an important inherent part of the program of Soviet society's social development.

The basic directions of the school reform, approved by the April (1984) CPSU Central Committee Plenum pertaining to secondary specialized educational institutions and their administrative organs, are a fundamental document determining their work today and in the future. "We have begun a school reform," said Comrade M. S. Gorbachev, general secretary of the party's Central Committee at the April (1985) CPSU Central Committee Plenum, "the significance of which to the country's future is difficult to overstate. And now, we need to address the posed tasks not formally but substantively, and fundamentally improve the quality of training and indoctrination of the growing generations, and of their preparation for socially useful labor."

It is precisely from these positions that we must now analyze what has been accomplished, what has been done, and determine the most effective measures for the future.

Attainment of the reform's objectives requires reorganization of the activities of secondary specialized schools. The basic directions of this work involve chiefly the system of vocational orientation of young people, more-sensible staffing of tekhnikums and schools, improvement of the content of the training process and indoctrination of the students, establishment of continuity and reinforcement of interaction between all educational systems.

Embarking upon a new stage in their development, the republic's secondary specialized schools possess all of the necessary prerequisites for further accelerated movement forward, and for fuller satisfaction of the national economy's needs.

There are 2,547 secondary specialized education institutions operating in the republic today, teaching about 2.5 million students. During the 11th Five-Year Plan 81 new educational institutions were opened. Each year more than 400,000 highly qualified specialists graduate from the day divisions of the RSFSR's tekhnikums and schools. The national economy's demand for personnel is being completely satisfied in relation to most specialties. There are now 149 specialists with a secondary specialized education for every thousand employed in the national economy.

Personnel training in Siberia and the Far East expanded significantly in recent years, the scale of preparation of specialists for the agroindustrial complex was increased, and extremely important work is being carried out with the objective of providing specialists for the new directions of scientific-technical progress: computer technology and programming, industrial robots, microprocessor technology, flexible automated production operations, automated design systems, various automated production process control systems, and scientific research.

But the workers of secondary specialized schools cannot become satisfied with their achievements. The objectives posed by the party and government have not yet been completely reached. Secondary specialized schools do not always respond efficiently to the quickly changing demands of social practice, while problems associated with transition to a qualitatively new level of the work are being solved too slowly, and the necessary level of training and indoctrination of specialists is not yet being met. In order to convert faster to the new work methods in every pedagogical collective, the process of training and indoctrination must be carried out today on the basis of the latest accomplishments of science and technology. This is the immediate professional and creative duty of instructors, of tekhnikum executives and of young students. This is the fundamental objective of the republic's entire system of secondary specialized education.

The new objectives posed before secondary specialized schools raise the requirements on the planning of specialist training and distribution.

First of all we need to eliminate the still-existing disproportion in personnel training. The national economy's demand is not yet being fulfilled in a number of specialties, while in others we train more than we need. The demand for specialists in new directions of production and in the sectors that determine the level and rate of scientific-technical progress is still not being satisfied.

Proper planning of specialist training is being hindered not only by the absence of data on the real demand for specialists in the different sectors and territories, but also by the inertia of the training institutions and the director's councils, which usually expresses itself as the desire to maintain the previous level of personnel training and sometimes even raising it despite the fact that a surplus of specialists in a given profile has already revealed itself. This position must be changed fundamentally. Reserves can be sought only along the lines of redistributing admission of students among the individual specialties with regard for the needs of the sectors and territories.

This is why executives of training institutions, and especially the director's councils, must work together with party and soviet organs to eliminate unjustified parallelism in personnel training and insist that the administrative organs of the tekhnikums and schools and the planning organs address the problems of redistributing school admissions between the specialties, reducing emphasis upon directions holding little for the future and achieving wide cooperation in personnel training. In this work they must assume a state position and strictly follow the requirements determined by the CPSU Central Committee and USSR Council of Ministers decree on secondary specialized schools.

Satisfaction of the demand of the sectors of the national economy for specialists depends on observance and reinforcement of planning discipline, and chiefly on unconditional fulfillment of the personnel training and graduation plans in relation to each specialty by the tekhnikums and schools.

But there are still many educational institutions that are not devoting adequate attention to keeping the students in school, as a result of which there is a large dropout rate, and plans for graduating specialists are not being met. Unfortunately the high student dropout rate is persisting into the 11th Five-Year Plan. It is entirely intolerable that a number of educational institutions lose their students in the final phase of specialist training.

The foundation for high quality fulfillment of state plans is laid in the course of admissions. Despite the fact that student admissions grew by 4 percent in the republic in comparison with the beginning of the 11th Five-Year Plan, on the whole the planned quotas are being met each year. Preparatory courses, specific-purpose admissions and experimental competitive admissions based on educational documents have in many ways promoted solution of the problems concerned with student recruitment.

But mention must be made of serious omissions and shortcomings existing in this important work. This pertains chiefly to violations of admission rules concerned with examinations and enrollment, which often leads to abuses; work on vocational orientation of applicants continues to be weak, as a result of which the dropout rate among persons who enroll in the "wrong" specialty rises.

It was extremely difficult to fulfill the approved admission plans in both 1984 and the present year. The problem of securing enrolled students remains rather acute. In this connection ties must be strengthened--in deed, and not in words--with enterprises, kolkhozes, sovkhozes, schools, parents and Soviet Army units, and regular and correspondence courses to prepare applicants should be created directly within these collectives.

Significant results in improving vocational orientation were achieved in Kemerovo Oblast, where a single vocational orientation center has been created to coordinate the efforts of all organizations and to guide the work into the most important channel--revealing the interests and potentials of applicants and raising the proportion of organized selection. Good experience has also been accumulated by tekhnikums of coal industry, consumer cooperatives

and other sectors of the national economy. All of the best and progressive must be laid at the basis of the reorganization of vocational orientation.

As is required by the reform, the tekhnikums are now called upon to become active centers of the evolving state system of vocational orientation of the young, and maintain stable ties with secondary schools, vocational-technical schools and VUZs. The continuity of secondary specialized and vocational-technical education is especially important today. Graduates of vocational-technical schools, the number of which is growing with every year, should be viewed as a basis for enrollment in tekhnikums, especially in evening and correspondence forms of training.

Another reserve that should be actively utilized for enrollment in tekhnikums and schools is the young workers who do not have a complete secondary education. Over a million and a half young men and women are not undergoing training in the republic today.

Improving distribution of graduates is an important area of the work. The emphasis on intensification requires that every graduate of a secondary specialized school be sent to that area of work in which the knowledge and skills he acquired are needed, in which his labor would produce the greatest return, and in which the nature and content of the work would be in keeping with the individual's personal interests and capabilities. This is precisely the approach to organizing distribution which is dictated by the interests of the matter and which satisfies the interests of young specialists.

Many tekhnikums and schools work hard to draw up the specialist distribution plan during preparations for the work of the distribution commissions and in the course of personnel distribution itself. They monitor the arrival of young specialists at their places of assignment, and they help them when necessary. This is why the overwhelming majority of young specialists go to work with a high sense of responsibility, arrive at their places of assignment promptly, and immediately enter into active work and social activity.

But there are many exceptions to this rule. A certain fraction--not a small one at that--of young specialists do not reach their place of work, or they leave it for various reasons before their 3 years are up. As a result the enterprises, construction projects, hospitals, schools and other institutions remain without the appropriate personnel; at the same time persons who do not go to their assigned places are often used outside their specialties. Practice shows that the training institutions carry much of the blame in all of this. Violating the rules, some of them do not carry out the necessary preparatory work, and they fail to receive information about all conditions of the future work of their students from the ministries, the departments and the enterprises to which they send their students.

In addition a tendency toward using specialists in positions not requiring the education they had received can be observed in some sectors. Today in the Russian Federation, 50 percent of the engineer positions in industry and construction are occupied by specialists with a secondary specialized education. On the other hand 18 percent of the work stations in industry

that do not require a secondary specialized education are occupied by technicians. Concurrently the places of technicians are often occupied by practical workers, and sometimes by VUZ graduates.

In this connection every oblast, kray, autonomous republic and sector must develop measures to improve the use of specialists and seriously improve the situation in this important area.

Problems concerned with distribution and utilization of specialists are just as acute today as those concerned with raising the level of indoctrination and vocational training of specialists. Director's councils and the collectives of secondary specialized educational institutions must not condone cases of incorrect utilization of their graduates. Public opinion must be channeled in the proper direction, and practical assistance must be provided to graduates in finding work in their specialties. By doing so, the secondary specialized schools will fulfill a state, vocational and moral objective.

Problems concerned with improving the content of education, raising the quality of specialist training and indoctrination, improving labor and moral indoctrination, and strengthening the ties of training institutions with production occupy a central place in the school reform.

The tekhnikums and schools have now converted to work on the basis of new training plans satisfying a highly important requirement: Education must anticipate the current needs of production. In other words training based on today's plans must maintain a vision of the future, the year 2000.

Intensification of specialist training in computer and microprocessor technology, in automated information systems, in control systems, in robot systems, in conservation of nature and the environment, and in the principles of standardization and product quality control is a general innovation. Important and complex is the task of preparing teachers for the lowest grades, teachers who have mastered the methods of teaching children beginning at age six.

The reform required introduction of a unified level of general educational training in the schools, vocational-technical schools and secondary specialized educational institutions. This requirement is being implemented in secondary specialized schools by introducing, into the training plan, the entire list of general educational disciplines that a student should master by maturity.

This obligates us to sharply focus our attention on the quality of general education training and on eliminating the serious shortcomings present in this area.

The training students receive in first grade in many ways predetermines the success of their studies in senior grades and, in the final analysis, the quality of the knowledge and skills of the future specialists. Thus the way training and indoctrination is organized in first grade deserves special attention. What we need here is individual work of teachers with each student, and the main direction of methodological and indoctrination work must be aimed at teaching the students to learn, to work independently with textbooks, training manuals, training equipment and computers.

One of the most important requirements of the reform is to reinforce labor indoctrination and raise the level of practical training. Lenin's principle of a polytechnical school of labor is embodied in this requirement.

In recent years secondary specialized educational institutions have been devoting serious attention to improving the practical training of the students. Many tekhnikums are renovating their laboratory equipment and shops, and they are implementing a program of continuous practical training that would insure continuity of the different forms of practical work, and continuity of the acquisition and reinforcement of the practical skills and habits of the students. Work being done on the basis of agreements on scientific-technical cooperation between educational institutions and industrial enterprises deserves attention.

Certain tekhnikums are using a progressive form of production practice for students--the work-training brigade. This form releases career workers of the enterprises for other work and allows the students to participate actively in fulfilling planned quotas, to master practical skills and, what is especially important, to experience the school of labor indoctrination in a working collective.

But not all tekhnikum executives have correctly understood the requirements of the reform concerned with improving practical training. Thus the full volume of individual practical training foreseen by the training plans is not being completed in most agricultural tekhnikums. In a number of tekhnikums the laboratory lessons are replaced by exercises, and shops are absent. The machine tools, laboratory equipment, materials and methodological support to training do not correspond to modern requirements. Control over job training is inadequate, and students are often used for auxiliary jobs.

The many years of experience of secondary specialized educational institutions show that widely encouraging students to participate in scientific-technical creativity is one of the most important ways of raising the quality of the training and indoctrination of future specialists capable of creatively utilizing the accomplishments of scientific-technical progress in their practical activities. The tasks completed in the course of scientific-technical creativity pursue two goals: raising the effectiveness of training and indoctrination, and making maximum use of the potential of our youth to solve important national economic problems.

In recent years there has been a major movement of students toward scientific-technical creativity. Today 50 percent of all students undergoing day training are involved in creative work. Just during the 11th Five-Year Plan they manufactured 82,000 units of different kinds of equipment and visual aids for the training process as a form of their technical creativity.

Mention must be made of the great work that is being done to develop technical creativity of students in the secondary specialized educational institutions of Amur, Bryansk, Voronezh, Kursk, Novosibirsk, Penza, Rostov, Ryazan, Sverdlovsk, Saratov and Tomsk oblasts, the Chuvash and Tatar autonomous republics and elsewhere.

Creative work by students included directly within the training process is being given an increasingly greater role today. This must become the dominant direction in the 12th Five-Year Plan, because it corresponds fully with the spirit of the reform, and it makes it possible to encourage all students to join in creativity and to impart creative habits to them systematically and thoughtfully.

Information and computers are penetrating deeply into all spheres of human activity and becoming a powerful production force in the conditions of the scientific-technical revolution; the country's scientific, technical, production and defensive potential depends on the level and quality of the computer competency of the younger generation.

At the same time information and computers represent the main and most important basis for the study of a number of subjects in the natural sciences on a qualitatively different level. Use of computers in lessons by students can significantly raise training intensity. Computer modeling of complex objects and processes makes assimilation of the training material easier, significantly reinforces the cognitive possibilities of students and significantly activates their independent study.

Study of information science promotes formation of the dialectical materialistic philosophy of the students and helps them to understand the real world and the processes occurring within it, as reflected in mathematical models. It is no less important to reveal for the students the real potentials computers offer in widening man's intellectual possibilities.

Russian secondary specialized schools are already engaged in such work. Microcalculators are being used in the training process at tekhnikums and schools, over 9 thousand minicomputers have been installed, and 130 series YeS computers and 55 classroom monitors are functioning. Computer technology is being used extensively in the tekhnikums and schools of the central chernozem, Ural and West Siberian regions.

Adequate attention is being devoted to applying computer technology in construction, power engineering, transportation, communication and instrument making tekhnikums. The pedagogical collectives of the training institutions have developed hundreds of methodological handbooks, and over a thousand calculation programs are functioning.

But it must be admitted that for the time being these are still but isolated, timid efforts. Secondary specialized schools fall significantly short of today's objectives in relation to their material base, computer use, the number of students using computers, and the number of trained instructors. Efforts must be concentrated on unconditional fulfillment of the decrees of the CPSU Central Committee and the USSR Council of Ministers and on good quality instruction and study of the course "Principles of Information Science and Computer Technology."

The June (1983) and April (1984) CPSU Central Committee plenums once again emphasized the growing responsibility of national education for ideological indoctrination of the young.

Secondary specialized schools are making a consistent effort to improve Marxist-Leninist education and indoctrination of specialists. Specific measures were adopted to intensify control over the quality of instruction in Marxist-Leninist theory and preparation of personnel specializing in the social sciences. Training programs in the social disciplines have been updated, and they now reflect the materials of the latest CPSU Central Committee plenums. New textbooks are being written.

Competitions on the creative work of students in sociopolitical subjects have become a permanent phenomenon. They have become an important form of communist indoctrination of future specialists. Evidence of the growing popularity of such competition can be seen in the increasing number of its participants, which has attained almost 2 million persons. The subject matter of such competitions is becoming increasingly more diverse. Subjects dealing with Lenin, demonstrations of the leading role of the party in socialist construction and the history of the Leninist Komsomol are acquiring a leading place in the creative work of the students. Military patriotic subjects have assumed a special place in connection with preparations for and celebration of the 40th anniversary of the victory of the Soviet people in the Great Patriotic War.

Deepening political self-consciousness and improvement of the patriotic and international indoctrination of students will continue to be one of the most important areas of ideological work.

The pedagogical collectives of the tekhnikums and schools are making a purposeful effort together with public organizations in military patriotic indoctrination based on the combat and labor traditions of the Soviet people.

Much has been done in this direction in the secondary specialized training institutions of Leningrad, Kursk, Volgograd and a number of other oblasts. The Komsomol organizations of training institutions are maintaining close ties with military units, they are providing aid to Great Patriotic War invalids and veterans, and they put on benefit concerts. Relying upon the highly rich heroic history of our motherland, director's councils and secondary specialized educational institutions are working with oblast Komsomol committees to develop steadfast, conscious, persuaded patriots.

Despite the great deal that has been done to improve ideological and political indoctrination, we have no basis for becoming self-satisfied. In a number of educational institutions the tasks of political indoctrination and of development of the consciousness and civic maturity of the students are being completed in form but not in essence. There have been cases of a return to conducting indoctrination on paper only, and a tendency to increase the number of indoctrination measures without concern for their effectiveness. Executives of educational institutions do not always delve into the real needs and interests of young students, and they exert little influence upon public opinion in training collectives.

The effectiveness and vitality of indoctrination, and its relationship to the practice of developed socialism and to important ideological problems

are what occupy the forefront today. The unity of instruction in the theoretical principles of Marxism-Leninism and formation of stable communist convictions and an active life position among the specialists must be strengthened in every possible way. Unweakening attention must be devoted by subject commissions to socioeconomic disciplines, and their role as the leading ideological, theoretical and methodological centers of the entire indoctrination process must be intensified.

There are many serious shortcomings in the work done by pedagogical collectives to organize moral and legal indoctrination of students: The number of violations is not decreasing, individual work with those who need it is weakly organized in a number of cases, and there are serious shortcomings in the organization of the leisure time, personal life and diet of the students. Problems concerned with raising the role of class leaders, instructors, department directors, subject commissions and pedagogical councils is especially important today in the work to improve indoctrination.

In light of the CPSU Central Committee decree "On Further Improvement of Party Leadership of the Komsomol and Raising Its Role in Communist Indoctrination of Youth," the role of Komsomol organizations of training institutions in accomplishing the school reform is growing. Improvement of the style, form and methods of the work of the Komsomol is paramount. First of all we need to develop different forms of self control of the students more actively, and place greater demands upon young students for the quality of their training and their contribution to social life.

All indoctrination and ideological work must be oriented on the individual, it must concern itself with the problems troubling him, it must encourage political thinking in young people, and it must arm them with a class approach to analyzing the phenomena of social life. After all, the fundamental values of socialism and its collective spirit must be perceived by future specialists as something intimately their own, and the policy of our party must serve as their guide to action.

Successful solution of the complex problems of training and indoctrinating young people brought about by the reform depends to a significant degree on the instructor, on his ideological preparedness, occupational proficiency and culture.

In view of this, the chief problem is to improve the selection, placement and indoctrination of personnel on the basis of Lenin's principles, improve all work with personnel, and raise the professional and ideological level and the responsibility of teachers and executives of training institutions.

Certification of the executives and instructors of training institutions was practically completed in 1984. The certification process revealed the higher professional level of most instructors and their good ideological training. However, a number of instructors were certified conditionally because they did not fully satisfy today's requirements.

Upgrading is an important form of work with personnel. However, it is not being conducted satisfactorily. The pedagogical collectives approach

discussion of the needs for and results of upgrading and introduction of its results into the training process formally. And finally, training plans and programs for students returning to the school faculties have not yet been developed.

Work in the area of improving the upgrading system must be continued, directing efforts on improving ideological, political, psychological, pedagogical, fundamental, economic and special training of instructors in keeping with today's accomplishments in science, technology and production, at mastering the knowledge and skills of using active training methods, and at wide use of computers in the training process. All efforts to upgrade pedagogical personnel must be oriented on this.

Solution of many problems concerned with development of secondary specialized education would be unimaginable without coordination of the activities of secondary specialized educational institutions situated in the same region, and without generalization and wide utilization of the positive experience in their daily practice.

The activities of director's councils are especially important to the Russian Federation, considering the scale, dispersal and administrative diversity of secondary specialized educational institutions in the republic.

The 10 years' experience of director's councils persuades us that these organs of public control make it possible to effectively influence the state of affairs in tekhnikum and school collectives, and to bring those falling behind up to the level of the leaders.

Many councils have managed to develop their own work style, distinguished by profound competency and effectiveness, and by attention to the important problems affecting the lives of the training institutions of the given territory.

It is entirely obvious that the effectiveness of the work of councils is determined under these conditions chiefly by constant attention to them by the party organs that direct their work and provide considerable daily assistance and support in solving the complex problems in the life of a tekhnikum.

Today, marching toward the 27th CPSU Congress, the organizational activities of director's councils and pedagogical collectives must be centered chiefly on the problems of improving the content of training and indoctrination, on universal introduction of active forms and methods into the work of training institutions, and on utilization of electronic computers.

We must clearly envision how many as yet unresolved issues and unpostponable problems still exist before secondary specialized education, and how much must be done to raise its activity to the level of the new requirements. An uncompromising struggle against shortcomings, clear and concrete determination of plans for the future, and high responsibility, organization and

discipline are the fundamental principles of the effective program which workers of secondary specialized schools must lay at the basis of their activity in preparation for the 27th CPSU Congress.

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## EDUCATION

### DEFICIENCIES IN RSFSR SPECIALIZED TRAINING PROGRAMS NOTED

Moscow SREDNEYE SPETSIALNOYE OBRAZOVANIYE in Russian No 11, Nov 85 pp 39-41

[Article by V.Ye. Yatsenko, chief, tekhnikum section, RSFSR Gosplan, Candidate of Economic Sciences: "Problems of Planning in the Training of Specialists"]

[Text] At the present stage of developed socialist society and the establishment of a powerful material and technical base, problems of increasing the rates of development of public production and the growth of its economic effectiveness have acquired particularly great importance. Alongside quantitative indices of economic development, qualitative indices are coming to the forefront. At the April (1985) plenum of the CPSU Central Committee, Comrade M.S. Gorbachev emphasized that "Acceleration of scientific and technical progress and the growth of production effectiveness are inseparable from decisive improvement in the quality of production."

In the resolution of these tasks, a leading role belongs to the cadres of specialists, since the efficiency of man's work today is determined not by his physical possibilities, but primarily by his ability to master and analyze the whole increasing extent of information and to become proficient in scientific and specialized knowledge for the management of modern production and its technology. As scientific and technical progress develops further, the role of specialists in public production grows and, at the same time, requirements increase with respect to the level of training of specialists and their correct utilization.

During the 11th Five Year Plan, more than 3.5 million young specialists were trained by the secondary vocational training institutions of the Russian Federation. This is the highest number of trained personnel of the middle link which has ever been achieved in the republic during a single five year plan. Graduates of secondary vocational training institutions constitute the most numerous detachment of specialists: out of 18.1 million specialists employed in the national economy of the RSFSR, 10.7 million, or 59 percent, are specialists of the middle link. At the present time, tekhnikums and schools supply the needs of sectors of the national economy of the republic for this personnel. Technicians occupy half of the engineering positions in industry and construction. In addition, 35.3 percent of the total number of middle link specialists in industry are employed as workers.

The high saturation of the sectors of the national economy with specialists, the variety of functions that they actually fulfill and the complex demographic situation in the republic require: first, an increase in the soundness of planning the extent of training of personnel; second, definite optimum proportions of student enrollment in higher and secondary vocational and professional and technical educational institutions; third, coordination of plans for training specialists of the middle link with regional economic specialization.

Increasing the soundness of planning of the quantitative and qualitative aspects of training specialists is connected first and foremost with improving methods of determining the demand for them on the part of the national economy. The available range of methods and means of determining the demand for specialists, especially the prospective demand, at the present level of their elaboration does not permit adequate reliability in determining conformity of the level of development of personal factors to the level of development of material and physical factors of public production. The methods of determining demand used in the practice of planning do not take into full consideration the movement of specialists - first and foremost those of the middle link as the most clearly marked, or possibilities for raising the labor effectiveness of specialists and improving their utilization in sectors of the national economy.

Recently, in connection with implementation of a policy to strengthen factors of intensive development and improve the quality of work of all links of the national economy, a new organizational and structural aspect has arisen which influences the determination of the magnitude of demand for specialists. The tendency toward reconstruction and modernization, and not toward the construction of new enterprises, requires the introduction of corrective amendments in the method of calculation of demand for personnel for developing production. An increase in the number of workers may not occur, but at the same time, scientific and technical progress and the introduction of its results in the national economy, as well as the concentration and intensification of production connected with it, requires an increase in the number of specialists.

At the present time, the basic indices of the activities of the secondary vocational education institutions are planned primarily in sectorial cross-section. But every educational institution is situated on a concrete territory and is directly connected with the economy, demography and social conditions of that territory. In connection with the transition of enterprises to work according to five year plans, not only in terms of production indices, but also in the area of the social development of collectives, as well as in connection with the working out of regional plans for complex economic and social development, the need arises to organize the working out of the territorial aspect of planning demand for specialists with secondary vocational training.

One of the major problems in raising the level of planning the training of personnel of the middle link and, first and foremost, resolving the task of determining the need for them involves working out a scientifically based

nomenclature of positions and norms of specialists at a qualitatively higher level for all links of the national economy: enterprises, associations and sectors. In the Russian Federation, experience has been accumulated in working out a nomenclature of positions and norms of specialists, for example in the RSFSR Minselkhoz [Ministry of Agriculture], the RSFSR Minbyt [Ministry of Domestic Services], the RSFSR Minavtotrans [Ministry of Automotive Transport], the Leningrad City Soviet of Workers' Deputies] and other ministries and departments. At the same time, the task of establishing a reliable normative base, necessary for both the determination of a well-founded for specialists and their optimum utilization, continues to remain urgent for many sectors of the national economy.

The basic shortcoming of many norms worked out by ministries and departments consists in the fact that they reflect and, in their direction, are oriented actually to the situation established in the past of providing sectors with specialists - together with all the shortcomings in placing and utilizing personnel.

The ways and directions of development of the secondary vocational schools are determined by the need of the national economy for specialists. The leading factors which ensure the training of personnel of the middle link in the necessary numbers are: first, availability and prospects of development of the teaching and material base of tekhnikums and schools; second, full staffing and possibilities of providing teaching personnel for the planned period; third, availability of youth resources of the appropriate age.

Recently, the balance of youth resources has moved to the forefront, a factor which did not significantly influence the number of student entrances ten years ago. This is particularly characteristic of the Russian Federation. As a result of demographic processes which have occurred in the republic, the number of young people 14-17 years old who attend secondary general education schools and higher and secondary vocational and professional and technical educational institutions has now decreased in comparison with 1975.

Future growth of this age group will occur, but even by the year 2000 its size will not reach the level of 1975. The definite number of young people up to 30 years of age with incomplete secondary education, employed in the national economy, who, to a certain extent, constituted the reserve of secondary vocational education institutions, is being rapidly reduced - by three times over the last ten years.

Thus, the demand for specialists, under the influence of scientific and technical progress, is growing. Developing production demands an increase in the number of trained worker personnel as well, while the resources of young people in quantitative relation do not supply the needs of higher and secondary vocational and professional and technical schools, which makes the problem of replenishing various types of educational institutions

very acute. In this connection, the need has arisen to distribute young people rationally according to forms of study and the training of personnel.

This was found to be impossible under conditions of the sectorial principle of planning in force in the sphere of training, particularly in the area of training specialists and qualified workers. Resolution of the problem has required a combination of the sectorial and territorial approaches in the formation of plans in the "Public Education" sector, since it is precisely the local organs which have available the data on the demographic situation and the balance of labor and youth resources in a specific territory.

The secondary vocational training institutions are especially closely connected with the social and demographic conditions of the autonomous republics, the krais and the oblasts. Their network is widely developed in the Russian Federation: 2,500 tekhnikums and schools, or 58 percent of the total number in the country, are on the territory of the republic. There is an average of 35 for each ASSR, kray and oblast. In comparison with the number of institutions of higher education, there are five times more secondary vocational training institutions and, consequently, their distribution is wider. While the institutions of higher education are generally concentrated in large cities, the tekhnikums and schools are in rayon centers and rural areas, where, along with their basic functions, they fulfill the role of cultural centers.

Due to the extent of their distribution, the secondary vocational training institutions exert a positive influence on the attachment of young people to their place of residence. This is true particularly of the agricultural tekhnikums, the medical and pedagogical schools and the institutions of culture and art, which comprise 45 percent of all the secondary vocational institutions of the RSFSR. The graduates of these institutions, according to the plans of personnel distribution, receive appointments only within the boundaries of the autonomous republic, kray or oblast where a training institution is located and, most often, in the place of their permanent residence. The role of the tekhnikums and schools in this respect is also important in that their graduates are successfully attached to kolkhozes and sovkhozes. On a yearly basis, 42-43 percent of young people in rural areas are enrolled in the day sessions.

The necessity of combining the sectorial and territorial principles of planning in the training of specialist personnel and qualified workers has demanded the compilation of unified plans to replenish the contingent of students at various types of educational institutions with graduates of general education schools in every autonomous republic, kray and oblast. These plans have a sort of auxiliary character and are directed at ensuring the fulfillment of state plans for training personnel and achieving a more optimum proportion of graduates of incomplete secondary and secondary general education schools within the contingent of students in higher and secondary vocational and professional and technical education institutions.

The unified plan for its realization must in no way conflict with the state plan for training specialists, which is called upon to provide for the demand of the sectors of the national economy for this personnel. In accordance with the established procedure, its formation begins with a proposal of the tekhnikums and schools to representative ministries and departments, according to subordination, for drafts of plans for enrollment of students and graduation of specialists. Educational institutions do not have available information regarding the needs of the national economy for personnel and, for that reason, in their proposals they proceed from the possibilities and prospects of development of the teaching and material base and the availability of teaching staff. The ministries and departments bring these proposals together, analyze them and bring them into accord with the need for specialists of the middle link, as expressed by enterprises and organizations under their jurisdiction. In addition, the necessity for cooperation with other ministries and departments in the training of specialists is also taken into account.

The draft plans for training specialists are presented to the Gosplan of the republic, which corrects them and coordinates the quantitative and qualitative aspects with the needs of all sectors of the national economy. In accordance with the methodological instructions for working out plans for economic and social development, the plans for training personnel of the middle link are formulated according to specialties and forms of study, without laying out the enrollment of students (8th and 10th grade) on an educational basis. Some ministries and departments demonstrate "initiative" and independently establish proportions of student admission to tekhnikums on the basis of incomplete secondary and secondary general education schools, which often does not coincide with the tasks of the unified plan and the established local planning organs.

The unified plan to replenish various types of educational institutions with graduates of general education schools began to be worked out in 1982. In the RSFSR as a whole, there were very significant divergences during its fulfillment:

Replenishment of 9th grade classes was conducted in full accordance with the plan;

Enrollment in secondary vocational institutions with 8th grade graduates of the planned period was fulfilled at 126 percent and with graduates of secondary schools of the planned period, at 103 percent;

The task of enrolling students in secondary professional and technical schools was provided for at 87 percent and in technical schools, at 69 percent.

An analysis of fulfilled unified plans in subsequent years indicates that substantial positive changes in their realization have not occurred. In the distribution of youth resources according to sections of education and personnel training, the unified plans do not as yet exert the desired

influence. What are the reasons for this? The following, in our view, are the principal ones.

First. The mechanism for realizing the unified plans has been inadequately mastered. The local organs of public education have the possibility of efficiently fulfilling the task of replenishing 9th grade classes through the pedagogical soviets of the general education schools, which are directly interested in this. Aside from this, students in the incomplete secondary schools and their parents view the continuation of education in secondary schools as the shortest path to admission to an institute of higher education.

The oblast administration of vocational and technical education also has the possibility of organizing work to provide for the enrollment of students in educational institutions under their jurisdiction, in accordance with the unified plans. But their possibilities are sometimes limited by the inadequate teaching and material base of the professional and technical schools. Aside from that, they experience difficulties in enrolling students in some professions which lack prestige from the standpoint of graduates. In addition, they take into account that general education training in the secondary professional and technical schools is still not an adequate preparation for secondary school, and the right to be admitted as a day student in the institutes of higher education is granted only to those who have completed the PTU [professional and technical school] with a grade of excellent. All this exerts a certain influence on the qualitative aspect of fulfillment of plans for enrollment of students in professional and technical educational institutions.

As far as the unified plans for the secondary vocational education institutions are concerned, the local organs do not have subdivisions in their territory which represent the Ministry of Higher Education or sectorial ministries and departments which have tekhnikums and schools under their authority. The Councils of Ministers of the autonomous republics, the krayispolkoms and the oblispolkoms do not have the authority to correct plans formulated by ministries and departments for enrolling students in secondary vocational education institutions, but may implement only their code. For sufficiently well-founded proposals to increase or decrease training in specific specialties, it is necessary for the local organs to have at their disposal the requirements for personnel of the middle link, according to enterprises and organizations on the territory of the given autonomous republic, kray or oblast. Such proposals may be reviewed by ministries and departments which have tekhnikums and schools under their authority. Because they do not manage as a whole the planning of training of specialists with secondary vocational education, the local organs experience serious difficulties in determining the number of graduates of incomplete secondary schools referred for training in tekhnikums and schools. Moreover, on the staff of the planning commissions, they do not have structural subdivisions specifically occupied with these questions.

Second. The vocational counselling of youth leaves much to be desired. The training of personnel in institutes of higher education is carried out in 450 specialties, in vocational education schools, in more than 500 specialties, and in professional and technical schools, in 1500 professions. Parents and, especially, young men and women entering life are unable to investigate such a huge number without qualified assistance. The planning organs for training personnel proceed first and foremost from the need of the national economy for future specialists, on the basis of not less than ten years ahead. Students entering educational institutions, their parents and the general education schools do not have this information available to them even in the general terms. It is extremely difficult for graduates to obtain information on the nature of future work and the social significance of a chosen profession from any sources.

As a result, a large number of students select a future profession according to secondary information and sometimes by means of chance indications, i.e. in an insufficiently conscious manner. Among the motives which prompt a graduate to enter one or another educational institution are those such as the advice of friends and acquaintances, the desire to study with comrades in school and outside, the fact that the educational institution is close to home, etc.

Today, with regard to vocational counselling of youth, there are, unfortunately, no satisfactory methodological work-ups or scientific studies. All this does not promote the establishment of optimum proportions in the distribution of graduates of general education schools among the forms of further personnel education and training, and the practical realization of unified plans for replenishing the contingent of students in various types of educational institutions.

At the same time, under certain conditions, such as the scientific organization of planning and the presence of the necessary local management apparatus, unified plans may be efficiently realized and fulfill the regulatory function of distributing youth resources in accordance with the needs of the national economy for specialist personnel and qualified workers. Evidence of this is supplied by the experience of the organization of replenishing educational institutions with graduates of general education schools according to the unified plans in Leningrad and the Leningrad oblast. Provision for enrollment of students in professional and technical schools was achieved through an appropriate reduction in the contingent of graduates of incomplete secondary schools sent into the 9th grade. Over a number of years, 44-46 percent of students out of the total number of those completing an 8-year school entered the 9th grade. As far as the secondary vocational education institutions are concerned, enrollment of students in these was made in accordance with the plans of the ministries and departments which supervise the tekhnikum's and schools. The proportion of those entering secondary vocational education institutions out of the number of those finishing incomplete secondary schools was almost at the level of the average index in the Russian Federation.

The documents on reform of the general education and vocational schools provided for the establishment, under the ispolkoms of local soviets, of interdepartmental commissions which are called upon to resolve questions of principle in the planning and distribution of graduates of general education schools and the replenishment by them of various types of educational institutions, i.e. to participate directly in working out proposals for the unified plans. In our view, their activities must proceed in close cooperation with the appropriate subdivisions of the gosplans of the autonomous republics and the planning commissions of the krays and oblasts, which must study the need for specialist personnel of the middle link in enterprises and organizations distributed on their respective territories, independent of their departmental affiliation.

The goal of the reform which has been conducted is to raise the work of the general education and vocational schools to a new qualitative level, appropriate to the needs of the society of developed socialism. This task is also assigned to the secondary vocational schools, which train qualified specialists and organizers of primary links of production, education, public health, culture and services, and, at the same time, participate in implementing universal secondary education: every year, 250,000 young specialists enter the national economy of the Russian Federation, having received in tekhnikums and schools not only vocational training, but general secondary education as well.

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## EDUCATION

### QUALITY TRAINING OF HIGHER EDUCATION TEACHERS IN UKSSR LACKING

Moscow VESTNIK VYSSHEY SHKOLY in Russian No 8, Aug 85 pp 8-12

[Article by Professor V. D. Parkhomenko, UkSSR minister of higher and secondary specialized education: "Certain Problems in Training Scientific Pedagogical Personnel"]

[Text] Personnel policy and the training and education of personnel always have been and continue to be at the center of the party's attention. "...There is a nail for all work," V. I. Lenin wrote, "it is in the selection of persons and in the verification of execution."

Problems of personnel policy are particularly significant in higher school, which has been charged with training not only specialists for the national economy, but their own teaching personnel, who will be instructing and educating these specialists. Under conditions when our country has been set the task of reaching advanced scientific and technical positions and a higher level of productivity in social labor in brief periods of time, the responsibility of VUZ collectives for high quality in training and educating specialists and future production managers is being sharply increased in particular.

Of the broad range of questions being resolved with regard to these VUZ's, let us dwell on only two. The first one concerns the training of scientific pedagogical personnel, and the second, which is connected with the first one, concerns an increase in the level of training of specialists in the higher school. In the process we will proceed from the state of affairs which has taken shape in the VUZ's under the UkSSR Ministry of Higher and Secondary Specialized Education.

Significant changes have taken place over the years of the 11th Five-Year Plan in the composition of scientific pedagogical personnel in our VUZ's. Today about 40 percent of the scientific pedagogical employees have the degree of candidate or doctor of sciences. The proportion of instructors with academic degrees and titles has reached 57 percent. In just 4 years of the 11th Five-Year Plan, 350 doctors of sciences were trained in the VUZ's in our jurisdiction, while there were only 250 of them in the 10th Five-Year Plan.

The number of instructors transferred to positions as scientific assistants to complete work on doctoral dissertations increased from 50 to 70 persons annually. On the whole, these are not poor indicators. The important and painstaking work of rectorates, party organizations, and the administration of the republic's higher school system stand behind them.

At the same time, we cannot but be concerned by the fact that with the generally favorable state of affairs in providing the VUZ's with scientific pedagogical personnel, some of the educational institutions are still in difficulty. Thus, while about 70 percent of the instructors in Kiev University and the Kharkov Engineering and Economics Institute, the Dnepropetrovsk Metallurgical Institute and other institutes have an academic degree and title, this indicator is nearly twice as low in the Kommunarsk Mining and Metallurgical Institute, the Kirovograd Agricultural Machine Building Institute, the Ukrainian Institute of Water Resources Engineers, the Zaporozhye Machine Building Institute, the Lvov Institute of Applied and Decorative Art, and the Kharkov Industrial Arts Institute.

The rates at which doctors of sciences are trained do not correspond to the real demands of the higher school, either. If providing doctors of sciences for the positions of rectors, prorectors for educational and scientific work, deans and heads of departments is considered to be normal, then it is easy to come to the conclusion that less than half the demand for doctors of sciences is being met in our VUZ's today. Nearly every second rector is a doctor of sciences, every fourth prorector for educational and scientific work is a doctor of sciences, and only one out of 10 deans is a doctor of sciences. There are many departments which do not have one doctor. The situation is aggravated by the fact that the average age of doctors of sciences is close to 60, and more than one-third of them are of retirement age; at the same time, one-quarter of them are over age 65, and it is well known that this is not the best age for a scientist.

What are the reasons for such a state of affairs?

If we look at individual VUZ's, of course, there are various causes which affect each one of them. The specific nature of an educational institution's specialization, its geographic location and "age," and the attention devoted by the administrator to instructors' working and living conditions, and so on and so forth, have an effect. All the same, there is a common, principal, and in our view, determining reason why a number of VUZ's are not being provided with skilled personnel satisfactorily. That is the insufficient concern of VUZ's, and their departments first of all, for the training of scientific pedagogical personnel.

Namely for this reason, we intend to concentrate particular attention in the forthcoming 5-year period precisely on the training of highly skilled scientific pedagogical personnel, primarily for VUZ's, which have been provided poorly in this regard.

Since the number of doctors of sciences coming into the republic's Ministry of Higher and Secondary Specialized Education system today barely covers (and sometimes does not cover) their transfer into other systems, our own training

of personnel must be the basic source for increasing their number. At the same time, we are providing for broader utilization of special-purpose training, mainly out of the number of graduates of each VUZ who come from the locality where it is situated. To a definite degree, this will undoubtedly alleviate the acute problem of assigning personnel locally.

Success in training doctors of sciences, including those in specialties where there is an acute shortage, depends directly on whether the most favorable conditions are created for the competitors to work on their dissertations, especially in the initial period. About 1,000 persons are preparing doctoral dissertations in our ministry's VUZ's at present. An individual schedule for performing the work has been drawn up and approved in the departments and councils, and supervision has been planned and is being implemented in stages over its fulfillment at the department, faculty and VUZ level.

The tasks connected with training highly skilled personnel are being resolved successfully on the basis of broad VUZ research. Being conducted in the scientific institutions of VUZ's (in NII [scientific research institutes] and problem-solving and sectorial scientific research laboratories), it serves as the basis for preparing dissertation papers. Our ministry is systematically refining the scientific trends at work in the VUZ's, sees to it that they are important, and concentrates collectives' efforts on solving the most important scientific and scientific-technical problems.

Both the development of science and training of personnel with higher skill are carried out most successfully in those collectives where good scientific schools have taken shape. There are about 20 of them in our VUZ's--for physics, mathematics, biology, chemistry, astronomy, geology, metallurgy, machine building, instrument making, and other fields.

The most important condition for effective training of doctors and candidates of sciences is that the subject matter of work performed by the aspirants be in line with the basic scientific and scientific-technical problems being solved within the framework of large-scale union and republic programs and the state plans for developing science and technology. The current and long-term research plans in effect in the VUZ's of our ministry provide for further development of priority trends for the Ministry of Higher and Secondary Specialized Education. In addition, we are directing the attention of VUZ's to the necessity for scientific research and the development of trends which can have a substantial influence on scientific and technical progress and make it possible to train personnel for specialties in short supply at the present. This involves primarily such fields as nuclear energy, SAPR [computer aided design], microelectronics, production automation and mechanization, robotics, biotechnology, genetics and so forth.

The most effective form of preparing doctors of sciences is the institute of senior scientific collaborators. However, a number of problems which apply to its activity urgently require solution: how do we rejuvenate this category of VUZ scientists? how do we extend the range of specialties extremely necessary for the higher school within the institute cited? Definite difficulties are being encountered in resolving these problems.

On the one hand, formation of a contingent of scientific collaborators is complicated by the fact that instructors lose a very significant part of their salary when they are assigned to these positions. In this regard, apparently, they should be authorized to retain their basic salary or authorized to perform economic contract work and receive money for it.

On the other hand, in accordance with the situation in effect, the purpose of transferring candidates of sciences to positions as scientific collaborators is to give them the opportunity for 2 years to complete their doctoral dissertations. For this reason, the transfer is made only when 70 to 80 percent of the work has been completed. Under this arrangement, the new VUZ's, as well as educational institutions which are far away from scientific centers (it is precisely they which have the most need for doctors of sciences), practically have been deprived of the opportunity to make use of this form of training more highly skilled specialists. After all, in the collectives which do not have the appropriate scientific schools and a research base at their disposal, establishing a project that is large enough is not only complicated, but simply unrealistic in most cases.

Taking into account that namely the initial phase of preparing a doctoral work is the most difficult, we would think it expedient to authorize transfer of the doctoral candidate to the position of scientific collaborator at an earlier stage--practically after he has finally determined the subject of research and the appropriate scientific collectives have recommended that it be elaborated. In the process, the candidate should be transferred to the position of senior scientific collaborator for 1 year at first, and after a few years, for another year. In both these years he should work on his dissertation in the scientific collective that has been formed; if there is none in his VUZ, the candidate has to be sent to another organization. Only in this way can purposeful training of the specialists needed for a VUZ be ensured and this process be controlled in some measure.

An important role in training more highly skilled personnel for VUZ's is played by their collaboration with institutions of the Academy of Sciences, as well as with leading VUZ's in the country which have developed scientific schools. Such collaboration has been becoming more and more meaningful recently. Progress in fulfilling the plan to attach over 120 VUZ instructors to scientific institutions of the UkSSR Academy of Sciences to complete work on their doctoral dissertations, which was worked out for the 11th Five-Year Plan, is convincing testimony of this, for example.

Our ministry also is focusing its VUZ's on expanding the practice of concluding agreements on collaboration between departments of leading VUZ's with single specializations and the VUZ's which have been inadequately provided with doctors and candidates of sciences. The basic VUZ's should render assistance both in conducting research and in training and certificating scientific pedagogical personnel.

Each year the lack of effective incentives provided for pedagogical work is making itself felt more and more acutely in the VUZ's. As is well known, incentive is provided for an instructor's scientific work by a supplemental salary for work performed under economic agreements as well as through

scientific publications. There are no such incentives for pedagogical work. Conferring the title of professor without the academic degree of doctor of sciences is so rare and extraordinary that an instructor cannot count on it realistically. At the same time, the acquisition of such academic titles by instructors who have the appropriate academic degrees, but who sometimes do not have enough teaching experience and skill, is something which is predetermined almost automatically. We believe that conferral of the academic title of professor on pedagogical workers of VUZ's should be made less dependent on the availability of the degree of doctor of sciences for them.

The preparation of scientific pedagogical personnel through graduate study requires substantial improvement. In the 10th Five-Year Plan, only 8 percent of our students who completed graduate work defended their dissertations in the time established. This indicator has been brought up to 15 percent in the current five-year plan. Another 40 percent of the graduate students have presented dissertation papers in specialized councils. In addition, vast unutilized reserves are available to improve the efficiency of graduate study. They are related chiefly to improvement in the system of selecting those who are admitted, improvement in the quality of scientific advisers, and reinforcement of supervision over the work of graduate students and their scientific advisers by the ministry and the administrations of VUZ's, faculties and departments, and so on.

In increasing the effectiveness of graduate study, a substantial role should be played by improvement in the planning of its work. Until now, ministries and departments have been receiving plan targets for acceptance to graduate study for just a year. But after all, in order to have the opportunity to train scientific pedagogical personnel systematically for assignment with a special purpose, primarily for the VUZ's which have been poorly provided with personnel, the work must be planned for a longer period of time.

The UkSSR Ministry of Higher and Secondary Specialized Education has developed the draft of a plan for the 12th Five-Year Plan to train candidates of sciences. In particular, it provides for a plan for admittance to graduate study for the 1986-1990 period, and in accordance with the forms of preparation and by branches of science and specialties; a plan for completing graduate study also has been specified. Indicators such as the direction into specific graduate study, attachment in graduate study for a year, the granting of 3-month creative leaves of absence to complete work on candidate dissertations, and use of the positions of probationary instructors and probationary researchers have been planned by years of the five-year plan.

As is well known, it is quite complicated to prepare a dissertation for defense in 3 years. This refers especially to those engaged in VUZ graduate study who must not only perform work connected with preparing and defending a candidate dissertation, but acquire important theoretical and practical training in the field of pedagogy and psychology; taking into account the intensification of the academic process in VUZ's, the necessity for such training is becoming more and more apparent, and its duration is becoming

longer. And this must be taken into consideration. Demands have been increased for the general theoretical, specialized and ideological training of graduate students. In this regard the question arises: shouldn't the period of time that those graduate students who will later conduct instructional work in higher school be increased?

We are resolving this problem in our republic by more widely utilizing the positions of probationary researchers and probationary instructors to train young specialists for scientific and pedagogical work, for taking candidate examinations, and for creating a project in the subject area for dissertation research. In the 11th Five-Year Plan, acceptance for these positions was brought up to 300-400 persons annually, that is, approximately 25 percent of those accepted for graduate study consist of persons who have completed a probationary period. Apparently this form of training also should be expanded further, so that practically all those who are accepted for graduate study with leave from work go through the probationary "school."

As already noted, the successful results produced by the higher school in all its work and the quality of specialists' training depend to a large extent on how effectively the school trains highly skilled scientific pedagogical personnel for itself. In this connection, let us dwell on certain problems in solving the basic task of the entire higher education system--increasing the quality of specialists' training.

In our opinion, it is urgently necessary to review the very approach to evaluating the quality of specialists' training. It should be conducted in accordance with the end result--the labor productivity of the graduates of educational institutions. Unfortunately, as responses from enterprises demonstrate, VUZ graduates are not fully meeting the requirements of modern production yet. Many young specialists are being developed as managers slowly and often try to leave for work unconnected with their responsibility for production and the collective, for they do not possess the appropriate organizational aptitudes, they cannot conceive in economic categories, and they do not have the proper technological or design training.

We see the ways to eliminate these shortcomings primarily in substantial reinforcement and expansion of the links between VUZ's and production. Much depends here on the relationship of enterprises, ministries and departments toward organization of students' production training, toward probation for graduates and the establishment of acceptable working and living conditions for them. In this sense, agreements between VUZ's and enterprises and the establishment of department branches in production have been successful. A great deal has been done in our VUZ's in this regard: 130 agreements have been concluded with enterprises for the training of specialists, and about 100 department branches have been organized. Nevertheless, in critically evaluating the situation, we have to acknowledge that these are just the first steps.

From the viewpoint of the end results of our work, the problems of the distribution and use of specialists acquire particular significance. The plans established by the UkSSR Ministry of Higher and Secondary Specialized Education for distribution are being systematically fulfilled: about 90

percent of those who have received an assignment are arriving at the places of work. At the same time, solution of these problems is becoming more and more difficult with each year. The point is that the proportion of graduates with families is steadily increasing: today it amounts to nearly 40 percent, and many of them have children. However, clients as a rule offer assignments only for those without families, for they don't have the necessary housing at their disposal; one-third of the graduates are given work without housing.

Under conditions in which the national economy has approached close to the optimum in being saturated with specialists, the problems in distributing young specialists are associated more and more with complications in their job placement. We believe that it has become urgently necessary to shift the training of specialists to a self-supporting and special-purpose basis. They must be trained only to order for customers at their expense and assigned under their management.

The 11th Five-Year Plan is ending. Fulfilling everything that has been stipulated with full value means ensuring a successful beginning for the VUZ's in the coming 5-year period, and it means greeting the 27th CPSU Congress in a worthy manner. The work and thoughts of the Ukraine's higher school employees are governed by solution of precisely these tasks.

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CSO: 1828/232

## EDUCATION

### POOR PLANNING IN TRAINING SPECIALISTS FOR JOB MARKET

Moscow PRAVDA in Russian 16 Nov 85 p 1

[Unsigned Article: "An Order for a Specialist"]

[Text] By right, the Soviet school of higher education is proud of its alumni. Their knowledge, talent and search for creativity dependably serve the business of the construction of a communist society in our country. However, time presents increasingly higher demands on the graduates of VUZ's and of tekhnikums. They should possess such qualities as ideological conviction, competency, initiative, and the ability to think originally. These goals have been proposed in the draft of the Basic Directions of the Economic and Social Development of the USSR for the Forthcoming Five-Year Plan and for the Period up to the Year 2000: "To introduce effective methods and goal-oriented forms of instruction in the training of specialists with a higher and specialist and technical education. And to implement a course for the training of multi-skilled specialists in the school of higher education."

There are many VUZ's in the country whose alumni are in increased demand in the national economy, science, education and the public health service. Among them are Moscow and Rostov Universities, and the Ufa Aviation, Taganrog Radio Engineering and Poltava Pedagogical Institutes. It is typical that they foresee possible changes in an order for cadres, and work in close contact with research institutes and design buros, enterprises, schools, and professional-technical institutes. The creative cooperation of VUZ's and of production has led many times to the far-sighted formation of the newest specialities.

However, the exactness of an order for cadres, the quality of its fulfillment, and subsequently the use of young specialists in the national economy often still does not answer the demands of life. In their letters, readers of PRAVDA correctly note that other graduates of pedagogical VUZ's are trying "to escape" school and to be "requalified" as office workers

of the Scientific Research Institute of Problems of the School of Higher Education are able to evaluate their work self-critically and based on principle in the party manner, and to concentrate their efforts on the development of the major directions of the instruction and communist indoctrination of future specialists.

One of the urgent tasks of the school of higher education is to eliminate disproportions in the training of engineering cadres, since the priority areas of industry, which are connected with the main paths of scientific and technical progress, are experiencing a shortage of specialists. At the same time, it has only been during the years of the present five-year plan that tens of thousands of graduates of technical VUZ's, who represent traditional specialties, have not been used according to their function. The planning organs and branch ministries must in the shortest periods of time achieve an increase of the exactness and objectivity of orders for cadres, and of the efficiency and flexibility of the planning of the training of specialists, and more broadly introduce the system of direct cadre contracts between VUZ's and enterprises that has recommended itself.

The universities have been called upon to serve the methodological and scientific centers of higher education. Many of them are worthily handling their role by developing new methods in science, pedagogy and cultures. They are actively aiding the building-up of young VUZ's and having a marked influence on the socio-economic development of entire regions of the country. At the same time, these educational institutions are more and more keenly in need of an improvement of their material-technical base and of the provision of the most modern instruments and equipment. The urge from prestige conscious and regional interest notions to unfoundedly rename certain pedagogical VUZ's as universities has not justified itself. As a result, there are not enough teachers in a number of cities, and especially in the countryside, at the same time as the degrees of a number of universities have begun to lose authority.

It is a crucial time right now for communists of a school of higher education: party organizations of the VUZ's are discussing drafts of documents which will be submitted for the consideration of the 27th CPSU Congress. It is important that the specific business proposals expressed at these meetings, which are directed towards increasing the level of the instruction and indoctrination of future specialists, are studied attentively and implemented.

The security of the further success of the school of higher education lies in the harmonious combined work of instructors and students.

12810

CSO: 1828/48

## DEMOGRAPHY

DATA ON BIRTH, DEATH, MARRIAGE, DIVORCE RATES FOR 1984-1985

Moscow VESTNIK STATISTIKI in Russian No 11, Oct 85 pp 67, 77, 78, 79, 80

[Unattributed article entitled: "Statistical Data For the Capitals of the Union Republics and Cities With Population Over One Million"]

[Excerpts] Table 1. Population as of 1 January 1985 (In Thousands)

<u>City</u>	<u>Population</u>	<u>City</u>	<u>Population</u>
Alma-Ata	1,068	Moscow*	8,642
Ashkhabad	356	Novosibirsk	1,393
Baku*	1,693	Odessa	1,126
Vilnius	544	Omsk	1,108
Gorki	1,399	Perm	1,056
Dnepropetrovsk	1,153	Riga	883
Donetsk	1,073	Sverdlovsk	1,300
Dushanbe	552	Tallin	464
Yerevan	1,133	Tashkent	2,030
Kazan	1,047	Tbilisi	1,158
Kiev	2,448	Ufa	1,064
Kishinev	624	Frunze	604
Kuybyshev	1,257	Kharkov	1,554
Leningrad*	4,867	Chelyabinsk	1,096
Minsk	1,472		

\*) Including settlements subordinated to the City Soviet.

Table 2. Birthrate, Death-Rate, Natural Growth of the Population, Marriages and Divorces in 1984

City	(1)	(2)	(3)	(4)	(5)	(6) На 1000 человек населения				
	Число родив- шихся	Число умер- ших	Есте- ствен- ный при- рост	Число бра- ков	Число разво- дов	(7) родив- шихся	(8) умер- ших	(9) есте- ствен- ного при- роста	(10) бра- ков	(11) разво- дов
Alma-Ata	19 479	9 410	10 069	11 415	5 544	18,4	8,9	9,5	10,8	5,2
Ashkhabad	8 328	2 607	5 721	3 458	1 519	23,7	7,4	16,3	9,8	4,3
Baku*	34 344	12 876	21 468	15 566	3 912	20,5	7,7	12,8	9,3	2,3
Vilnius	8 600	4 113	4 487	6 272	2 043	15,9	7,6	8,3	11,6	3,8
Gorki	19 153	15 442	3 711	12 254	5 315	13,7	11,1	2,6	8,8	3,8
Dnepropetrovsk	17 325	11 987	5 338	10 932	5 700	15,1	10,5	4,6	9,5	5,0
Donetsk	14 661	10 660	4 001	10 055	5 717	13,7	10,0	3,7	9,4	5,4
Donetsk	12 830	3 977	8 853	5 204	2 259	23,5	7,3	16,2	9,5	1,1
Dushanbe	22 205	6 448	15 757	10 840	2 041	19,8	5,7	14,1	9,7	1,8
Yerevan	16 909	10 279	6 630	9 206	4 555	16,2	9,9	6,3	8,8	4,4
Kazan	39 361	20 173	19 188	23 312	12 314	16,2	8,3	7,9	9,6	5,1
Kiev	12 145	4 088	8 057	6 868	3 002	19,8	6,7	13,1	11,2	4,9
Kishinev	17 773	13 619	4 124	12 097	6 565	14,2	10,9	3,3	9,7	5,2
Kuybyshev	70 837	58 627	12 210	54 930	27 306	14,6	12,1	2,5	11,3	5,6
Leningrad*	28 255	8 903	19 352	13 659	6 144	19,4	6,1	13,3	9,4	4,2
Minsk	12 1868	107 169	14 699	86 536	44 554	14,2	12,5	1,7	10,1	5,2
Moscow*	22 319	14 486	7 833	14 914	7 759	16,1	10,4	5,7	10,7	5,6
Novosibirsk	13 720	11 594	2 126	10 560	6 254	12,3	10,4	1,9	9,4	5,6
Odessa	20 124	9 909	10 215	12 254	5 993	18,3	9,0	9,3	11,1	5,4
Omsk	16 880	10 127	6 753	9 776	3 933	16,0	9,6	6,4	9,3	3,7
Perm	12 803	10 000	2 803	8 937	4 917	14,6	11,4	3,2	10,2	5,6
Riga	20 677	12 804	7 873	12 666	5 586	16,0	9,9	6,1	9,8	4,3
Sverdlovsk	7 467	4 910	2 557	5 013	2 512	16,2	10,7	5,5	10,9	5,3
Tallin	12 365	15 890	26 466	20 104	6 807	21,1	7,9	13,2	10,0	3,1
Tashkent	18 728	9 763	8 965	10 182	3 064	16,3	8,5	7,8	8,9	2,7
Tbilisi	16 728	8 496	8 232	8 728	3 957	15,8	8,0	7,8	8,3	3,7
Ufa	11 253	4 780	6 473	5 970	2 170	18,9	8,0	10,9	10,0	3,6
Frunze	22 062	15 936	6 126	14 965	7 798	14,3	10,3	4,0	9,7	5,0
Kharkov	18 288	10 243	8 045	10 732	5 035	16,8	9,1	7,7	9,8	4,6
Chelyabinsk										

\*) Including settlements subordinated to the City Soviet

Key:

- |                          |                      |
|--------------------------|----------------------|
| 1. Number of Births      | 7. Of Births         |
| 2. Number of Deaths      | 8. Of Deaths         |
| 3. Natural Growth        | 9. Of Natural Growth |
| 4. Number of Marriages   | 10. Of Marriages     |
| 5. Number of Divorces    | 11. Of Divorces      |
| 6. Per 1,000 Inhabitants |                      |

## II. Natural Movement of the Population in the USSR

Table 1. Birth-Rate, Death-Rate and Natural Growth of the Population (Per 1,000 Inhabitants)

Years	Number of Births	Number of Deaths	Natural Growth of Population
1983	19.8	10.4	9.4
1984	19.6	10.8	8.8

Table 2. Distribution of the Number of Births, Deaths and the Number of Registered Marriages by Months During 1984 (In Thousands)

	(1) Число родившихся	(2) Число умерших	(3) Число зарегистри- рованных браков
(4) Всего . . . . .	5386,9	2964,9	2634,1
(5) в том числе по месяцам:			
(6) январь . . . . .	464,4	257,2	188,1
(7) февраль . . . . .	430,2	276,8	204,6
(8) март . . . . .	467,2	266,6	209,3
(9) апрель . . . . .	444,6	243,9	204,6
(10) май . . . . .	466,8	249,2	176,6
(11) июнь . . . . .	455,1	232,7	227,3
(12) июль . . . . .	473,6	238,4	241,0
(13) август . . . . .	467,4	229,4	292,3
(14) сентябрь . . . . .	445,6	228,4	261,8
(15) октябрь . . . . .	435,3	240,6	215,0
(16) ноябрь . . . . .	412,3	242,5	220,4
(17) декабрь . . . . .	424,4	259,2	193,1

Key:

- |                                   |               |
|-----------------------------------|---------------|
| 1. Number of Births               | 10. May       |
| 2. Number of Deaths               | 11. June      |
| 3. Number of Registered Marriages | 12. July      |
| 4. Total                          | 13. August    |
| 5. Including by months            | 14. September |
| 6. January                        | 15. October   |
| 7. February                       | 16. November  |
| 8. March                          | 17. December  |
| 9. April                          |               |

Table 3. Distribution of the Number of Births by Order of Their Birth in the Family for 1984

(1) Всего родившихся, тыс.	(2) в том числе по порядку рождения в семье											
	(3) пер- вым	(4) вто- рым	(5) треть- им	(6) чет- вер- тым	(7) пятым	(8) шес- тым	(9) седь- мым	(10) вось- мым	(11) девя- тым	(12) деся- тым и более	(13) не ука- зано	
5386,9	2226,2	1876,1	650,4	264,0	150,6	84,9	33,0	32,6	19,7	23,4	6,1	

Key:

- |  |                    |
|--|--------------------|
| 1. Total of Births, in Thousands             | 7. Fifth           |
| 2. Including by Order of Birth in the family | 8. Sixth           |
| 3. First                                     | 9. Seventh         |
| 4. Second                                    | 10. Eighth         |
| 5. Third                                     | 11. Ninth          |
| 6. Fourth                                    | 12. Tenth and more |
|  | 13. Not Indicated  |

Table 4. Age Indicators of the Birth-Rates in Urban Settlements and in the Countryside for 1983-1984 (Number of Births per 1,000 Women of the Corresponding Age Group)

	(1) Всего	(2) в том числе	
		(3) в городских поселениях	(4) в сельской местности
(5) 15--49 лет <sup>1</sup> . . . . .	77,5	65,8	104,8
(6) в том числе			
(7) в возрасте, лет:			
(8) моложе 20 <sup>2</sup> . . . . .	42,5	40,9	45,0
20--24 . . . . .	188,3	152,9	282,5
25--29 . . . . .	136,8	115,3	192,3
30--34 . . . . .	74,3	62,0	110,3
35--39 . . . . .	32,0	24,0	55,4
40--44 . . . . .	7,4	3,8	15,2
45--49 . . . . .	1,0	0,3	2,2

1 Including births by mothers of older age.

2 In the determination of the relative indicators of this age group, the number of women at the age of 15-19 years was taken as per convention.

Key:

- |                         |                   |
|-------------------------|-------------------|
| 1. Total                | 5. 15-49 years    |
| 2. Including            | 6. Including      |
| 3. In Urban Settlements | 7. At the age of: |
| 4. In the Countryside   | 8. Under 20       |

Table 5. Age Indicators of the Birth-Rate by Union Republics for 1983-1984  
(Number of Births per 1,000 Women of the Corresponding Age Group)

	(2) 15— 49 лет¹	(1) в том числе в возрасте, лет						
		(3) моло- же 20¹	20— 24	25— 29	30— 34	35— 39	40— 44	45— 49
USSR	77,5	42,5	188,3	136,8	74,3	32,0	7,4	1,0
RSFSR	66,6	46,1	166,3	114,9	61,2	24,0	3,8	0,3
UkSSR	62,7	50,5	175,2	113,5	56,2	20,7	3,6	0,2
BSSR	68,5	32,2	178,2	128,9	61,0	23,4	4,2	0,2
UzSSR	153,9	33,8	285,3	267,5	183,3	106,8	37,3	7,1
KaSSR	97,3	38,8	218,5	168,4	99,6	52,8	16,2	2,2
GSSR	71,4	46,9	194,6	120,8	62,8	25,7	4,9	0,7
AzSSR	100,6	17,7	192,1	197,3	117,1	53,0	16,4	2,8
LiSSR	63,8	20,5	158,8	129,1	68,6	31,9	8,6	0,7
MSSR	84,8	39,6	213,9	155,7	82,7	34,5	7,1	0,5
LaSSR	62,7	40,4	164,8	119,5	63,3	26,2	5,5	0,3
KiSSR	135,7	38,4	274,7	226,8	149,3	91,1	36,9	7,9
TaSSR	173,5	37,6	307,2	295,6	222,6	150,4	63,9	14,3
ArSSR	89,4	51,8	225,4	126,4	56,4	19,6	4,1	0,7
TuSSR	149,9	20,6	241,4	285,6	194,8	130,3	53,9	10,2
ESSR	64,1	41,5	172,7	119,5	62,4	25,7	4,6	0,3

1 Including births by mothers of older age.

2 In the determination of the relative indicators of this age group, the number of women at the age of 15-19 years was taken as per convention.

Key:

1. Including at the age of
2. Age 15-49

3. Under Age 20

Table 6. Distribution of Persons Married in 1984 by Age (in Thousands)

	(1) Число вступивших в брак		(2) в том числе вступивших в брак впервые	
	(3) мужчин	(4) женщин	(3) мужчин	(4) женщин
(5) Всего вступивших в брак . . .	2634,1	2634,1	2127,2	2146,0
(6) в том числе				
(7) в возрасте, лет:				
(8) моложе 20 . . . . .	106,6	659,7	106,4	656,7
20—24 . . . . .	1470,1	1188,1	1426,6	1110,0
25—29 . . . . .	541,8	365,7	426,0	242,8
30—34 . . . . .	192,9	157,2	93,6	65,2
35—39 . . . . .	89,8	72,0	27,1	20,4
40—44 . . . . .	55,2	43,6	12,8	9,4
45—49 . . . . .	56,3	49,6	10,7	10,2
50—54 . . . . .	35,6	30,9	6,6	8,4
55—59 . . . . .	32,8	30,0	6,0	9,3
(9) 60 и старше . . . . .	52,9	37,1	11,3	13,4
(10) возраст не известен . . . . .	0,1	0,2	0,1	0,2

Key:

- |   |                   |
|---|-------------------|
| 1. Number of Persons Married                  | 6. Including      |
| 2. Including Those Married for the First Time | 7. At the age of  |
| 3. Men  | 8. Under 20       |
| 4. Women                                      | 9. 60 and older   |
| 5. Total of persons married                   | 10. Age not known |

Table 7. Distribution of Married Couples by Age of Bridegroom and Bride for 1984 (In Thousands)

(1) Возраст невесты Возраст жениха (2)	(3) Всего вступивших в брак	(4) в том числе в возрасте, лет										(6) 60 и старше	(7) возраст не известен
		(5) моложе 20	20—24	25—29	30—34	35—39	40—44	45—49	50—54	55—59			
(8) Всего вступивших в брак	2634,1	659,7	1188,1	365,7	157,2	72,0	43,6	49,6	30,9	30,0	37,1	0,2	
(9) в том числе в возрасте, лет:													
(10) моложе 20	106,6	77,0	27,6	1,8	0,2	0,0	0,0	0,0	0,0	—	—	0,0	
20—24	1470,1	505,5	846,3	104,4	12,1	1,5	0,1	0,0	0,0	0,0	0,0	0,2	
25—29	541,8	70,6	261,0	160,9	40,8	7,3	0,9	0,3	0,0	0,0	0,0	0,0	
30—34	192,9	5,6	42,1	68,9	54,6	17,0	3,3	1,2	0,2	0,0	0,0	0,0	
35—39	89,8	0,8	8,1	20,6	29,9	20,4	6,3	3,0	0,5	0,1	0,1	0,0	
40—44	55,2	0,1	1,7	5,6	11,5	13,2	11,6	8,6	2,0	0,7	0,2	0,0	
45—49	56,3	0,1	0,8	2,6	6,0	9,0	12,8	16,6	5,7	2,2	0,5	0,0	
50—54	35,6	0,0	0,2	0,6	1,4	2,3	5,1	10,6	9,0	5,0	1,4	0,0	
55—59	32,8	0,0	0,1	0,2	0,5	0,9	2,4	6,5	8,3	9,8	4,1	—	
(6) 60 и старше	52,9	0,0	0,1	0,1	0,2	0,4	1,1	2,8	5,2	12,2	30,8	0,0	
(7) возраст не известен	0,1	0,0	0,1	0,0	0,0	—	0,0	0,0	0,0	—	0,0	0,0	

Key:

- |                            |                             |
|----------------------------|-----------------------------|
| 1. Age of the Bride        | 6. 60 and Older             |
| 2. Age of the Bridegroom   | 7. Age unknown              |
| 3. Total of Person Married | 8. Total of Persons Married |
| 4. Including at the Age of | 9. Including at the age of  |
| 5. Under 20                | 10. Under 20                |

Table 8. Number of Registered Divorces Distributed by Length of the Dissolved Marriages and by Age of Man and Wife in 1984 (Thousands)

	(1) Всего зарегис- триро- вано разво- дов	(2) том числе с продолжительностью брака, лет						(5) неиз- вестно
		(3) менее 1 года	1—2	3—4	5—9	10—19	(4) 20 и более	
(6) <b>Всего . . . . .</b>	932,3	28,6	145,6	163,3	276,1	210,1	105,1	1,5
(7) <b>в том числе</b>								
(8) <b>в возрасте, лет:</b>								
(9) <b>моложе 20</b>								
(10) <b>мужчины . . . . .</b>	1,2	0,4	0,8	—	—	—	—	0,0
(11) <b>женщины . . . . .</b>	12,5	3,3	8,4	0,8	—	—	—	0,0
<b>20—24</b>								
(10) <b>мужчины . . . . .</b>	110,5	10,3	55,1	35,8	9,2	—	—	0,1
(11) <b>женщины . . . . .</b>	194,8	10,9	71,4	77,9	34,3	—	—	0,3
<b>25—29</b>								
(10) <b>мужчины . . . . .</b>	250,5	7,1	46,0	79,7	112,7	4,6	—	0,4
(11) <b>женщины . . . . .</b>	242,0	5,6	31,3	49,6	138,0	17,2	—	0,3
<b>30—34</b>								
(10) <b>мужчины . . . . .</b>	201,6	3,8	18,6	25,0	94,9	59,1	—	0,2
(11) <b>женщины . . . . .</b>	173,6	3,2	14,7	17,6	58,9	79,0	—	0,2
<b>35—39</b>								
(10) <b>мужчины . . . . .</b>	119,9	2,1	8,6	9,8	27,3	70,0	1,8	0,1
(11) <b>женщины . . . . .</b>	102,9	1,6	6,9	7,5	20,3	62,1	4,4	0,1
<b>40—44</b>								
(10) <b>мужчины . . . . .</b>	77,6	1,2	4,6	4,7	11,5	40,9	14,5	0,2
(11) <b>женщины . . . . .</b>	67,0	1,0	3,6	3,7	9,1	25,1	24,4	0,1
<b>45—49</b>								
(10) <b>мужчины . . . . .</b>	76,2	1,1	4,3	4,0	8,9	21,4	36,3	0,2
(11) <b>женщины . . . . .</b>	64,1	0,9	3,5	3,4	6,8	15,3	34,0	0,2
<b>50—54</b>								
(10) <b>мужчины . . . . .</b>	38,2	0,6	2,2	1,9	3,9	6,2	23,3	0,1
(11) <b>женщины . . . . .</b>	31,2	0,6	2,0	1,6	3,4	5,1	18,4	0,1
<b>55—59</b>								
(10) <b>мужчины . . . . .</b>	27,2	0,6	1,7	1,5	2,8	3,5	17,0	0,1
(11) <b>женщины . . . . .</b>	24,1	0,6	1,6	1,3	2,4	3,3	14,8	0,1
(12) <b>60 и старше</b>								
(10) <b>мужчины . . . . .</b>	22,3	1,2	2,8	1,7	2,5	2,6	11,4	0,1
(11) <b>женщины . . . . .</b>	15,6	0,8	1,7	1,1	1,6	1,9	8,5	0,0
(13) <b>возраст не известен</b>								
(10) <b>мужчины . . . . .</b>	7,1	0,2	0,9	1,2	2,2	1,8	0,8	0,0
(11) <b>женщины . . . . .</b>	4,5	0,1	0,5	0,8	1,3	1,1	0,6	0,1

Key:

- |  |                   |
|--|-------------------|
| 1. Total Registered Divorces                   | 7. Including      |
| 2. Including With Length of Marriage, in years | 8. At the age of: |
| 3. Under 1 year                                | 9. Under 20       |
| 4. Twenty and more                             | 10. Men           |
| 5. Unknown                                     | 11. Women         |
| 6. Total                                       | 12. 60 and older  |
|  | 13. Age unknown   |

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## DEMOGRAPHY

### BOOK REVIEWS ECONOMIC IMPORTANCE OF MIGRATION IN RSFSR

Moscow VOPROSY EKONOMIKI in Russian No 11, Oct 85 pp 134-135

[Review by N. Pankratyeva of book "Demograficheskoye i ekonomicheskoye razvitiye v regione" ["Demographic and Economic Development in a Region"] edited by G.M. Romanenkova and V.V. Boyko, FINANSY I STATISTIKA, Moscow, 1983, 255 pp]

[Text] The demographic development of a region for the time being is still an insufficiently researched area of economic knowledge and, therefore, the attempt itself at comprehensive systems analysis of it is already meeting with approval. Economists, demographers, sociologists, psychologists, urban developers and medical personnel are included in the book's bibliography.

Examining the factors of demographic development of a region and, on the basis of this, determining central trends in the regulation of demographic processes of different regional levels demanded from the authors an extensive analysis of the methodological bases for regulating development of a region's population and the general problems of demographic regulation theory.

Various aspects of the socioeconomic, sociohistorical and psychological conditionality of a population's natural movement are revealed in the monograph.

Examination of the problem of controlling migrational flows from the positions of a comprehensive system of demographic policy measures and achieving the overall objectives of demographic regulation occupies a special place in the study (pp 30-38). In our opinion, it is proper to raise a question concerning the necessity for simulating migrational processes for the long term and for including basic measures of the effect on a population's mechanical movement in plans for the economic and social development of regions. At the same time, and in contrast to the authors of the monograph, we don't find a discrepancy in the views of V. Lysenko, V. Zaytsev, V. Glazov and I. Matlin as regards the nature of the effect of one factor or another on migrational movement in the oblasts and krays of the RSFSR (p 35). The entire matter is that different levels for analyzing the effect of socioeconomic factors on migration were selected by each of the indicated authors. For example, the opportunity for employment (V. Zaytsev) is a more particular indicator with regard to such a factor as the volume of capital investments that causes an increase in work places (V. Glazov), etc.

The authors' analysis is an interesting one on the problems of controlling population distribution with the aim of forming a unified settling system that conforms to the demands of the modern period. The advisability of creating a network of group settling systems of various levels that are connected among themselves is emphasized in the monograph. In the opinion of the authors, forming a system like this assumes the provision of equivalent residence conditions in all types of settling people, which right along with other factors cause the overcoming of social differences in a regional plan. Proper consideration is given to the problems of demographically regulating and limiting an increase in major cities, as well as to trends in the demographic development of rural regions.

The authors' use of the concepts of "demographic" and "economic" potentials in assessments of the possibilities for socioeconomic development of individual regions is proper. However, it should be noted that the last indicator in the book essentially takes into consideration the possibilities of an increase only in the labor force, and it is interpreted in isolation from the development level and growth rates of the means of production (p 89).

A large place in the monograph is allotted to analyzing regulation of the reproduction of labor resources at the regional level, and, in particular, questions on the generation of labor resources in major cities, socioeconomic factors for improving the labor efficiency of women, and problems of involving pensioners in public production are examined in detail.

The authors show that achieving the objectives of demographic regulation has a direct link with the basic components of the socialist way of life, which encompass the entire aggregate of forms of people's vital activities in the process of producing material and spiritual wealth and in sociopolitical and everyday family areas. In their opinion, for thoroughly studying the effect of a way of life on population development it is necessary to examine the interrelationship of each demographic process with all the components of a conceptual model of a way of life.

A great deal of consideration is being given to studying the effect of a way of life on the demographic conduct of urban residents, for example, on the dynamics of birth rate under the conditions of a large city; the problem of adaptation of new settlers in cities and the interrelationship of the development of services and the dynamics of basic demographic indicators; and the effect of personality and a family's way of life on the population. The indicated aspects of research studies are of great practical importance, inasmuch as shifts in the content of a family's functions and the trends of their changes must be taken into consideration when determining and taking demographic regulation measures. Various approaches to the question of interaction of personality and demographic conduct are encountered in literature. In accordance with some of them, reproductive conduct is found depending on the different kinds of conditions and personality characteristics. In the opinion of the authors of the book, and with whom we agree, the most correct explanation of changes in birth rate trends is the fact that different elements of personality structure, which first and foremost are caused by a whole complex of factors of the socioeconomic system, are reflected in them.

Quite a number of interesting materials on other questions also are contained in the study. The regional factors in a population's natural movement, trends of demographic development in the countryside, and medical and social problems in demographic development are examined in it, and a model for regulating population numbers in a labor-critical region is cited.

From extensive problems that are included in the analysis for regulating regional demographic development, only certain questions are reflected in the book. It should be noted that the authors, having set as their main task the development of leading principles for controlling demographic processes at the regional level on the basis of development according to plan and completeness of analyzing demographic processes and factors that determine them, unfortunately abandoned attempts of embodying these principles in a system of demographic policy measures, that could become a natural, logical conclusion of the research.

It is not always clear what conclusions and recommendations have a direct relationship to a region as an over-all category and which ones it is right to include only among regions of certain types or hierarchical levels. The study undoubtedly would gain with a more fundamental statement of the above-mentioned problem. This particularly applies to developing a system that is proposed in the book for the financial support of measures aimed at an increase in the birth rate (pp 38-44) and examining the problems of optimization and regulation of demographic development on the basis of comprehensively analyzing the inter-relationship of parameters of economic and demographic growth (pp 44-61).

It seems that it was advisable to conduct an integral (and not one that is disjointed in terms of sections) examination of the factors of demographic development in a region. An attempt like this is made in the first chapter during the examination of regional factors in a population's natural movement (pp 23-30), but, unfortunately, the indicated approach is not subsequently observed.

A number of important aspects of the problem of controlling demographic processes are examined in the study, and many proposals and approaches that are being advanced by the authors are of a constructive nature.

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CSO: 1828/44

## DEMOGRAPHY

### DEMOGRAPHIC DICTIONARY RECENTLY PUBLISHED

[Editorial Report] Moscow PRAVDA in Russian 30 December 1985 publishes on page 3 a 500-word article by D. Gorbuntsov titled "In The Demographic Mirror." The article describes the format of the new DEMOGRAPHIC ENCYCLOPEDIA DICTIONARY set published by SOVETSKAYA ENTSIKLOPEDIYA. The report claims that the encyclopedia, which contains more than 1,600 articles, is an in-depth study covering such topics as "favorable conditions for population growth; strengthening the family; women combining motherhood with active participation in professional and social activities, improving child care; caring for the disabled; increasing the life span; raising labor activity of the Soviet people; improving health." The article notes that this first Soviet encyclopedic edition on demography will be an "excellent aid not only for researchers, but for a wide circle of readers."

CSO: 1828/67

## GENERAL

### FUNDING FOR SOCIAL SECURITY, INSURANCE BENEFITS IN USSR

Kiev POD ZNAMENEM LENINIZMA in Russian No 20, Oct 85 pp 56-59

[Article in abridged form from VESTNIK STATISTIKI, No 9, 1985: "Social Security and Social Insurance in the USSR"]

[Text] CITIZENS OF THE USSR HAVE THE RIGHT TO MATERIAL SECURITY IN OLD AGE IN CASE OF ILLNESS, TOTAL OR PARTIAL LOSS OF THE ABILITY TO WORK, AS WELL AS LOSS OF THE BREADWINNER. THIS RIGHT IS GUARANTEED THROUGH SOCIAL INSURANCE FOR WORKERS, EMPLOYEES, AND KOLKHOZ FARMERS AND THROUGH BENEFITS FOR TEMPORARY WORK DISABILITY; THROUGH PAYMENT BY THE STATE AND KOLKHOZES OF PENSIONS AS A CONSEQUENCE OF AGE AND DISABILITY AND ON ACCOUNT OF LOSS OF THE BREADWINNER; THROUGH CITIZENS' EMPLOYMENT, ESPECIALLY THOSE WHO HAVE LOST THEIR ABILITY TO WORK; THROUGH CARE OF SENIOR CITIZENS AND DISABLED PERSONS; AND THROUGH OTHER FORMS OF SOCIAL SECURITY. CONSTITUTION OF THE USSR, P 43.

The State system of social security includes material care of people who have lost their ability to work by reason of disability or old age, granting assistance and benefits to those who temporarily cease to be able to work, paying childrens' benefits and subsidies to preschool institutions and Pioneer camps, and granting benefits and preferences to mothers. Boarding houses for disabled persons and senior citizens, prosthetics, and sanatorium and health resort service for those unable to work are found under its jurisdiction. Public consumption funds, substantial assets from which are spent on improving social security and social insurance, are the material basis of the social security system. For example, in 1984 more than 58 billion rubles, or over 40 percent of the entire total of public consumption funds, were spent for these purposes.

Table 1. Expenditures on Social Security and Social Insurance (Billions of Rubles)

<u>1970</u>	<u>1975</u>	<u>1980</u>	<u>1984</u>
22.8	34.6	45.6	58.2

Social security and social insurance are constantly being improved and expanded. In 1984 in comparison with 1970, expenditures for these purposes were increased by a factor of 2.5 and comprised 10 percent of the national income.

Assets for workers' and employees' social insurance are generated from insurance payments that are being paid by enterprises and institutions.

Enterprises and institutions withhold wage fund assets in an amount from 4.4 to 14 percent for the social insurance fund. Kolkhoz farmers receive pensions and benefits from the assets of centralized union funds for social security and social insurance, which are generated by deductions from the gross income of kolkhoz farmers and appropriations from the State budget.

There is no State social insurance system in many capitalist countries. Social insurance funds are generated from the payments of employers and the workers themselves. And what is more, there isn't even a statute on the right of workers to pension security in the constitutions of some capitalist countries. This applies in particular to the U. S. Constitution. Funds from which the payment of pensions are made are generated by the mandatory payments of workers in the course of all labor activities, employers, and State appropriations. Wage workers monthly transfer the following to this fund: in the United States from 5 to 7 percent, Great Britain 6.5 percent, France 4.7 percent, Japan from 4 to 9 percent, Belgium 6 percent, Italy 7.1 percent and the FRG 9 percent of their wages. And the size of these payments is constantly increasing. The share of State participation and employers in capital generation for social insurance is constantly being reduced and this burden is being shifted to the workers themselves.

In many capitalist countries there's an absence of security during a temporary work disability, pregnancy and birth benefits aren't established, and there's no State network of homes and boarding houses for senior citizens and disabled persons.

The socialist state's concern about a rise in the living standards of the people finds reflection also in the policy that is being followed by them in the area of pension security. Pension security is guaranteed by the State without any deductions from the workers' wages.

Table 2. Numbers of People Receiving Pensions (For the End of the Year in Millions of People)

	<u>1970</u>	<u>1975</u>	<u>1980</u>	<u>1984</u>
Pensioners in all	41.3	45.2	50.2	54.6
Including those as a consequence of age	24.9	29.4	34.0	38.3
Out of the total number of pensioners, 12.1 kolkhoz farmer pensioners who are receiving pensions in accordance with the law on pensions and benefits for members of kolkhozes;		11.9	11.2	10.3
Including those as a consequence of age	10.6	10.4	9.8	9.1

In the USSR, pensions as a consequence of age are granted at a relatively low pension age: 60 years for men (with a working length of service of 25 years) and 55 years for women (with a working length of service of 20 years).

The pension age was reduced by 5-10 years for workers and employees who are engaged in underground work, in hot shops, as well as in other jobs with strenuous working conditions. Reduction of the pension age is being extended as well to groups of the population. Thus, for example, women who have given birth to five or more children and who have brought them up to 8 years of age have benefits both as a consequence of age and as a consequence of length of service. Benefits exist for workers and employees who work in the Far North and in regions that are equal to regions of the Far North. The age for granting pensions as a consequence of age to disabled veterans of the Great Patriotic War was reduced by 5 years.

In a majority of the capitalist countries, a higher age than in the USSR is stipulated for receiving a pension as a consequence of age. The age that provides the right to receive a pension is: 67 years in Denmark, 66 in Ireland, and 65 in the United States, Canada, Netherlands, Spain and Finland. In the United States a program was approved that stipulates an increase in the pension age to 67 years. In a majority of these countries there's no age discrimination for men and women. In Austria the insurance length of service that is necessary for receiving a full pension as a consequence of age is 35 years for men and women, in Belgium it is 45 years for men and 40 for women, and in France it is 37.5 years for men and women.

Out of more than 26 million American citizens who have stepped across the 65 boundary, 3.7 million are living under conditions below the official "poverty line," and that is over 14 percent of the population of this age.

During the 11th Five-Year Plan (1981-1985), further improvement in pension security continued in our country. As of 1 November 1981, the minimum size of pensions that were established by the USSR law on "State pensions" as a consequence of age, disability, and on account of loss of the breadwinner has increased; pensions as a consequence of age are being granted with an incomplete length of service to women who have given birth to five or more children and who have brought them up to 8 years of age, as well as to mothers of disabled persons from childhood who have attained the age of 8 or more years. As of 1 January 1983, the size of the pension increase as a consequence of age for continuous length of service for workers and employees who have worked at the same enterprise, institution or organization for no less than 25 years--but it's 20 years for women who have children, if they simultaneously have a right to a pension increase for total length of work service--was raised from 10 to 20 percent. As of 1 August 1983, the section of the population that has a right to an increase like this has expanded.

As of 1 November 1985, the minimum size of pensions as a consequence of age, disability, and on account of loss of the breadwinner will be increased for members of kolkhoses; the minimum size of pensions--which were granted more than 10 years ago--as a consequence of age, group 2 disability, and on account of

loss of the breadwinner with 1-2 family members who are unable to work will be increased for workers and employees.

A pension increase was introduced in the amount of 10 rubles per month for each year of work after reaching the pension age. The total size of the increase must not exceed 40 rubles, and the pension total with the increase must not exceed 150 rubles per month. The increase is paid to pensioners after stopping work. Pensioners who are working as laborers (junior staff assistants) and foremen, irrespective of the job location, as well as brigade leaders in plant and animal husbandry at State agricultural enterprises have the right to a pension increase.

The list of categories of workers who have the right to receive for a period of work 50, 75 and 100 percent of the granted pension as a consequence of age, but not over 300 rubles including wages, was approved; and it was approved on a full scale, irrespective of the extent of wages, for individual workers.

A payment of 100 percent of the granted pension, irrespective of the job location and on the condition that the total of the pension and wages doesn't exceed 300 rubles per month, was provided for working disabled veterans of the Great Patriotic War who have retired on a pension. A number of measures were approved as well that provide an incentive for the continuation of labor activities by other pensioners from among a number of military service personnel.

Enormous importance is being attached to improving the material and living conditions of participants in the Great Patriotic War. In 1978, a decree of the CPSU Central Committee and the USSR Council of Ministers on "measures for further improving the material and living conditions of participants in the Great Patriotic War" was approved and, in 1980, a decree on "additional measures for improving the material and living conditions of participants in the Great Patriotic War" was approved.

A number of new measures were implemented during the 11th Five-Year Plan.

As of 1 May 1985 and in connection with the 40th anniversary of the Soviet people's victory in the Great Patriotic War, the CPSU Central Committee and the USSR Council of Ministers approved a number of decrees through which additional benefits and preferences were established for those who participated in the war and for the families of military service personnel who were killed.

A 50 percent discount off the cost of medicines that are being purchased in accordance with physicians' prescriptions is being granted to all participants in the Great Patriotic War from among a number of military service personnel and civilians who spent service in active army units, and partisans; and the right to receiving free medicines and a 50 percent discount on payment for living space and municipal services, as was established earlier for disabled war veterans, is being granted to those among them who are recognized as disabled persons as a result of systemic disease, a disabling job injury, and other causes.

Disabled persons have a right to the priority use of all kinds of communications services and to the priority installation of apartment telephones, and disabled war veterans have a right to the free installation of such telephones. An extra sum of 50 rubles per month is being added to the pension of group 1 disabled veterans of the Great Patriotic War for taking care of them, and the pension is being increased by 30 rubles per month for disabled war veterans from among a number of first-term military service personnel. It's being increased by 20 rubles per month for group 2 disabled persons from among a number of military service personnel. In this regard, a pension increase and raising pensions in the indicated cases can be added above the established maximum size of pensions.

Table 3. Expenditures From Social Security and Insurance Assets On Benefits (Billions of Rubles)

<u>1970</u>	<u>1975</u>	<u>1980</u>	<u>1984</u>
6.1	9.2	11.0	14.3

The size of temporary work disability benefits was increased for workers and employees who have a length of service of 8 years. They're paid in the amount of 100 percent of wages, and with a length of service from 5 to 8 years they're paid in the amount of 80 percent. Kolkhoz farmers receive temporary work disability benefits and they enjoy other kinds of social insurance on a par with workers.

Today, out of the sum total of benefits, more than 52 percent goes to payments for temporary work disability.

Table 4. Expenditures On Temporary Work Disability Benefits (Billions of Rubles)

<u>1970</u>	<u>1975</u>	<u>1980</u>	<u>1984</u>
3.9	5.2	6.7	7.5

Social insurance for workers is sharply restricted in capitalist countries. Workers need a specified length of service for making insurance payments in order to receive benefits. Benefits as a consequence of illness aren't paid from the 1st day of loss of the ability to work, but only after the expiration of a "waiting period," the duration of which is up to 7 days. As a rule, the size of benefits doesn't exceed 50-60 percent of wages.

Sizable funds are being allocated for maternity protection.

Pregnancy and birth benefits in the amount of full wages, irrespective of the working and trade union length of service, were established for all working women.

A partially paid leave for taking care of a child until he attains the age of 1 year, an additional leave without the retention of wages until he attains the age of 18 months, and the payment of a one-time State benefit on account of the birth of a child were introduced.

Table 5. Expenditures From the USSR State Budget and Other Sources For the Payment of Benefits to Mothers (Billions of Rubles)

	1970	1975	1980	1984
Pregnancy and birth benefits, for the birth of a child and for taking care of a child until 1 year old; Including from the State budget	1.0	1.4	1.6	3.7
Benefits from the USSR State budget for mothers of many children and single mothers	0.9	1.3	1.5	3.5
Benefits from the USSR State budget for mothers of many children and single mothers	0.4	0.4	0.3	0.6
Benefits for children in families with moderate means (introduced as of 1 November 1974); Including from the State budget	---	1.2	1.1	1.0
	---	0.9	0.8	0.8

State benefits for single mothers were increased. An additional 3-day paid leave for working women who have 2 or more children at an age up to 12 years and a leave for taking care of children without retention of wages for a duration up to 2 weeks in coordination with management were introduced.

Additional benefits were introduced in paying for travel authorizations to Pioneer camps; half of the travel authorizations are granted free of charge and the remaining ones with a payment of 20 percent of the cost. The introduction of providing students of general education schools with free textbooks was completed. Single mothers and families with an average gross income per family member of no more than 60 rubles per month were relieved from paying for the support of children in boarding institutions, and some inputs for their support were increased.

Higher nutritional norms were set for children in children's preschool institutions, and new fee scales were established for the support of children in these institutions. The fee for support of children in children's preschool institutions isn't being collected from parents in a family whose average gross income per family member doesn't exceed 60 rubles per month. The fee for support of children in these institutions from parents who have 4 children or more is being reduced by 50 percent.

In regions of the Far East and Siberia, in the country's northern regions (Karelian ASSR and Komi ASSR, Arkhangelsk and Murmansk Oblasts), as well as in Vologda, Novgorod and Pskov Oblasts, the payment of children's benefits was introduced for families with moderate means who have an average gross income per family member of no more than 75 rubles per month.

The implementation of measures for increasing State assistance to families who have children had a substantial influence on increasing the birth rate in the country. In 1983 and 1984, up to 5.4 million children were born, more than during any postwar year.

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**DATE FILMED**

26 February 1986

